DOCUMENT RESUME

ED 468 104 CS 511 276

AUTHOR	Coverson, Clenda; Rogan, Bob; Epps, Traci; Schmitt, Debra; Evans, Debbie; Suddeth, Karen; Harris-Wright, Kelli; Thomas, Melverlyn; Harmon, Deborah; Whaley, Rebecca; Parker, Cheri; Peters, Shan
TITLE	Assessment and Instructional Guide for the Georgia Grade Five Writing Assessment.
INSTITUTION	Georgia State Dept. of Education, Atlanta.
PUB DATE	2001-06-00
NOTE	112p.
AVAILABLE FROM	For full text: http://www.doe.k12.ga.us/sla/ret/ g5wrt.pdf.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	*Grade 5; Intermediate Grades; *Student Evaluation; Student Writing Models; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Strategies; Writing Tests
IDENTIFIERS	Georgia

ABSTRACT

The purpose of this guide is to assist teachers in preparing their students to write effectively in all contexts, including the Georgia Grade Five Writing Assessment. Teachers are encouraged to make optimal instructional use of the information in this guide by creating transparencies and handouts for students. The guide includes a revising/editing checklist; a sample of the student test materials; and developmental stage scoring guidelines. The Developmental Stage Scoring Guidelines and model papers in the guide allow teachers and students to identify both strong and weak elements in writing samples. The Georgia Grade Five Writing Assessment is a test of narrative writing. It explains how to establish and effective writing program. Sections in the guide are: Introduction; Foundations; Writing Instruction; Scoring; and Student Portfolio Writing Samples and Annotations. Contains a 37-item glossary and a list of 55 recommended readings. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 468 104

Assessment and Instructional Guide for the Georgia **Grade Five** Writing Assessment

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L. Raudonis
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Georgia Department of Education
Linda C. Schrenko, State Superintendent of Schools
June 2001

CS 511 276

BEST COPY AVAILABLE

Preface

The **Assessment and Instructional Guide for the Georgia Grade Five Writing Assessment** was developed by a group of educators to be used by elementary school teachers. Will Rumbaugh of the Georgia Department of Education, Jeremy Granade, Candace Langford, and Belita Gordon of Test Scoring and Reporting Services, University of Georgia, assisted the authors listed below.

Clenda Coverson
Ruth Hill Elementary School
Coweta County School System
Fifth Grade Teacher

Traci Epps
Glascock County Consolidated School
Glascock County School System
Fifth Grade Teacher

Debbie Evans
Bleckley County Elementary School
Bleckley County School System
Fifth Grade Teacher

Kelli Harris-Wright
DeKalb County School System
Department of Assessment/Accountability
K-12 Coordinator

Deborah Harmon
A. Brian Merry Elementary School
Richmond County School System
Fifth Grade Teacher

Cheri Parker
Trion Elementary School
Trion City Schools
Fifth Grade Language Arts Teacher

Shan Peters
Kingsland Elementary School
Camden County School System
Fifth Grade Teacher

Bob Rogan
Yargo Elementary
Barrow County School System
Fourth/Fifth Grade Teacher

Debra Schmitt
Shoal Creek Elementary
Rockdale County School System
Fifth Grade Teacher

Karen Suddeth
Carroll County School System
Director of Middle Grades/Secondary Instruction

Melverlyn Thomas
Lockheed Elementary School
Marietta City Schools
Fifth Grade Teacher

Rebecca Whaley
Murray County Schools
Director of Staff and Student Services

Table of Contents

Part One: The Georgia Grade Five Writing Assessment at a Glance

Introduction 1

Narrative Writing—Definition/Explanation 2

Establishing an Effective Writing Program 3

Holistic Scoring 4

The Scoring Process for the Georgia Grade Five Writing Assessment 4

Developmental Stage Scoring Guidelines 5

What Teachers Need to Know: Questions and Answers About the Georgia Grade Five Writing Assessment 6

What Students Need to Know: Questions and Answers About the Georgia Grade Five Writing Assessment 8

Part Two: Foundations

Overview of the Georgia Grade Five Writing Assessment 11

Philosophy 12

The Georgia Grade Five Writing Assessment: QCC Correlation 13

Part Three: Writing Instruction

The Writing Process and the Georgia Grade Five Writing Assessment 16

Vocabulary for Students: Essential Terms 18

Reading and Interpreting the Writing Topic 19

Annotated Writing Topics 21

Steps of the Writing Process 22

Prewriting 22

Graphic Organizer Used to Produce Paper 5 23

Revised Graphic Organizer 24

Drafting 25

Revising/Editing 25

Writing Final Draft 26

Proofreading 26

Ideas for Publishing Student Writing 27

Part Four: Scoring

Developmental Stage Scoring Guidelines 29

Non-Scorable Student Responses 30

Comment Menu 31

Applying the Developmental Stage Scoring Guidelines 32

Part Five: Student Writing Samples

Sample Personal Experience Writing Topic 34

Sample Papers with Score Annotations and Teaching Tips 35

Sample Imaginative Story Writing Topic 62

Sample Papers with Score Annotations and Teaching Tips 63

Additional Resources

Glossary for the Georgia Grade Five Writing Assessment 88

Recommended Readings 92

Blackline Masters 97

Part One: The Georgia Grade Five Writing Assessment at a Glance

Introduction

The purpose of this guide is to assist teachers in preparing their students to write effectively, in all contexts, including the Georgia Grade Five Writing Assessment. Teachers are encouraged to make optimal instructional use of the information in this guide by creating transparencies and handouts for students. The Developmental Stage Scoring Guidelines and model papers allow teachers and students to identify both strong and weak elements in writing samples. As students become familiar with the components of effective writing and the characteristics of narrative writing that receive high scores, they will be more prepared to succeed.

Using the Developmental Stage Scoring Guidelines and sample papers in this guide, a teacher can create numerous instructional opportunities for students, introducing and practicing self or peer evaluation. Students should be encouraged to evaluate papers and discuss the strengths and weaknesses of each paper. The sample papers have been annotated to include teaching tips and instructional activities that, if implemented, may result in improved writing and higher scores.

Writing is a process of discovery which transcends the classroom. Young writers should be encouraged to read across the disciplines because a wide range of reading experiences provides topics and issues for writing, gives students a sense of the nature of written language, and opens up perspectives of the wider world. Content area writing strengthens students' abilities to synthesize information in a logical and organized manner; therefore, writing in the classroom can reflect learning that is occurring throughout the curriculum. Frequent, quality writing experiences ultimately lead to writing success.

The icon • indicates that related information is provided in the sections and pages specified.

Narrative Writing—Definition/Explanation

The Georgia Grade Five Writing Assessment is a test of narrative writing. In narration, the writer tells a story, either real or imagined. The Georgia Grade Five Writing Assessment covers two types of narrative writing: relating a personal experience and creating an imaginative story. Two writing topics, one of each type, are administered. The writing topics are distributed randomly throughout the classroom, with each student receiving a single writing topic. Both writing topics are intended to elicit a narrative response.

• See Annotated Writing Topics, page 21

Elements of effective narrative writing include the following:

- Audience Awareness
- Beginning, Middle, End
- Characters and Character Development
- Chronological Organization
- Details
  - Sensory
  - Factual
- Dialogue
- Engaging Language
- Events
- Place
- Plot
- Problem/Solution
- Setting
- Thoughts and Feelings
- Topic Development

Establishing an Effective Writing Program

1. Expect, teach, and celebrate a wide range of student writing as an integral part of the curriculum and daily instruction.

2. Give students opportunities to experience a wide range of writing (in varied genres, on a variety of topics, to a range of audiences, on a regular basis) as required by the Quality Core Curriculum (QCC) Content Standards.

   - See QCC Correlation, pages 13-14

3. Guide students in assessing their own writing and writing processes using the Developmental Stage Scoring Guidelines.

   - See Development Stage Scoring Guidelines, page 5

4. Encourage students to read widely in literature and all content areas. Use all forms of writing to teach students to think, reason, solve problems, monitor their own learning, and reflect on their work.

5. Teach students the steps of the writing process: pre-writing, drafting, revising, editing, publishing.

6. Take advantage of professional conferences and staff development opportunities in order to expand knowledge of effective writing instruction. Read widely in current professional journals and publications, such as those listed in Additional Resources.

   - See Recommended Reading List, page 92

Holistic Scoring

Holistic scoring involves making an overall judgment about the stage of the writing sample. Judgment is based on the components of content, personal expression, and surface features. In holistic scoring, these components are balanced to produce a single judgment of the overall effectiveness of the writing samples. On the Georgia Grade Five Writing Assessment, the holistic scoring system is a six stage developmental scale. A developmental scale describes a level of attainment without regard to the age of the students or expectations of what fifth graders "ought" to be able to do.

The Scoring Process for the Georgia Grade Five Writing Assessment

All Georgia Grade Five Writing Assessment raters have four-year college degrees and complete a ten-hour training program. Before the raters are allowed to score actual student papers, they must pass a qualifying test. After passing this test, their accuracy is monitored, and, if necessary, they are assigned retraining. Raters range in age from 21 to 75. Some raters are recent college graduates, others are homemakers, and others are retired professionals (including teachers). Typically, the group of raters scoring student papers includes 30 to 40 raters who have several years experience in the scoring process and 50 to 60 newly trained raters.

Several procedures are in place to control the quality of the assigned ratings. Scores are recorded on a monitor sheet. No marks are made on the student paper. This process ensure that the two raters who score each paper work independently and do not influence each other's ratings. Scores are compared for agreement between the two raters; if scores do not agree, the paper is read by a scoring supervisor to determine the score that should be assigned. Should any rater fail to meet daily accuracy standards, that individual is dismissed; the rater's scores are discarded, and the papers are scored again to ensure that students receive the correct scores. The raters see only the student papers, not any demographic information that would identify the individual student writer, the school, or the system.

DEVELOPMENTAL STAGE SCORING GUIDELINES FOR THE GEORGIA GRADE 5 WRITING ASSESSMENT

Stage 1 The Emerging Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- Little or no evidence of topic development, organization, and/or detail.
- Little awareness of the audience or the writing task.
- Errors in surface features that prevent the reader from understanding the writer's message.

Stage 2 The Developing Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is beginning to be developed.
- The beginning of an organizational plan.
- Limited awareness of the audience and/or the task.
- Simple word choice and simple sentence patterns.
- Errors in surface features that interfere with communication.

Stage 3 The Focusing Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear topic although development of the topic is incomplete.
- An apparent plan with loosely organized ideas.
- A sense of audience and/or task.
- Minimal variety of vocabulary and of sentence patterns.
- Errors in surface features that interrupt the flow of communication.

Stage 4 The Experimenting Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear and developed topic although the development may be uneven.
- A clear plan with a beginning, middle, and end. The beginning and/or ending may be clumsy.
- Evidence of writing for an audience.
- Evidence of experimentation with language and sentence patterns.
- Word combinations and word choice may be novel.
- Errors in surface features that may interrupt the flow of communication.

Stage 5 The Engaging Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is well developed.
- A plan with a clear beginning, middle, and end. Organization that sustains the writer's purpose.
- Audience awareness techniques that engage the reader.
- Effective use of varied language and sentence patterns.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Stage 6 The Extending Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is fully elaborated with rich details.
- Organization that sustains the writer's purpose and moves the reader through the piece.
- Audience awareness techniques that engage and sustain the reader's interest.
- Effective use of varied sentence patterns.
- Creative and novel language.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

What Teachers Need to Know: Questions and Answers About the Georgia Grade Five Writing Assessment

1. **How are the writing topics selected?**
In the initial stages of writing topic development, many writing topics are written and approved by an advisory committee consisting of teachers and administrators from all over Georgia. Once the final version of these topics is approved, they are field-tested with a representative sample of students from the state. A personal experience topic and an imaginative story topic are selected from the existing prompt bank for each administration of the Georgia Grade Five Writing Assessment.

2. **Why does it take so long to get the results of the writing tests?**
When the test documents (over 110,000 student papers) are received by the scoring contractor, they must first be scanned for demographic information. Then the test booklets are separated so that raters see only the final drafts, not the student demographic information. The final drafts are randomly assembled into packets of 24 papers to be scored. It takes 60 to100 raters approximately six weeks to score all of the student papers. Each paper is scored independently by two raters. Once the papers are scored, student, school, and system reports are created and shipped to each school system. No results can be sent until all papers are scored, all data are analyzed, and all reports are printed.

3. **Is it okay to have my students practice writing on topics given in previous administrations?** Absolutely not. Writing Topics are part of a test-secure bank that cannot be discussed, copied, reproduced, or shared in any manner. As noted on the front page of the Grade Five Writing Assessment Examiner's Manual, "Failure to safeguard these materials or to comply with test administration procedures could adversely affect an individual's certification status. Such practices will be reported to the Georgia Department of Education and the Professional Standards Commission as failure to adhere to established policies and procedures." Two sample writing topics are included in this guide. These two writing topics are in the public domain and can be used by teachers, students, and parents.

4. **Can a teacher help a student who does not understand the writing topic?**
No. Teachers may not read the writing topic aloud to students (unless this provision is stated in a student's IEP) or assist them in any way.

5. **How should the students practice for the test?**
Schools are encouraged to administer "practice tests" in which students go through the same procedure as they would during the real test. This guide contains public practice writing topics and directions to simulate the actual writing assessment. Students may be more comfortable taking the test if they are familiar with the time limits, the amount of space in the test booklet, and the format of the writing topics.

6. **What common mistakes result in low test scores?**
   - Straying from the topic or losing focus.
   - Repeating the same words, ideas, and sentences.
   - Writing too little to demonstrate competence. While a two-page paper does not guarantee a high score, an extremely brief paper virtually guarantees that the paper will not be sufficiently developed to receive a high score.
   - Listing ideas without development and or organization rather than telling a story.

7. **How strictly must the student's paper comply with the writing topic or prompt?**
   While the paper must be a response to the writing topic, the writer is allowed great latitude in how he/she chooses to respond. For example, if the writing topic directs students to write a story about a first grade memory, students may write about something that took place in a grade other than first grade.

8. **Is it better to play it safe, avoiding errors, or to take risks?**
   Content and Personal Expression are weighted more heavily than Surface Features in determining the appropriate stage of writing. A well-developed, engaging paper with frequent surface feature errors will receive a higher stage score than an error-free paper that lacks development and vivid language.

9. **What if a student is not finished with his final draft when the time is up?**
   Regular program students may be given up to ten additional minutes (5 per session) to complete the test.

10. **Does the paper need a title?**
    Titles are not required, but if a title is included, it will be used in assessing the student paper. Titles may give the reader a clue as to the writer's main idea.

11. **What is the difference between reading to rate the Georgia Grade Five Writing Assessment and evaluating student writing in the classroom?**
    Raters apply a uniform set of standards established by the Georgia Department of Education. These standards are applied to a single writing sample for each student. Teachers, however, evaluate student writing using a variable set of criteria for each student which is applied to many writing samples. Teacher criteria vary according to what has been taught, how many opportunities students have had to learn the concept or skill, how the teacher values these concepts and skills, and the development of the individual student as a writer.

12. **How are the results of the Georgia Grade Five Writing Assessment reported?**
    The Georgia Department of Education publishes an *Interpretive Guide* that outlines the determination of writing stages and summarizes the reports for students, schools, and systems. The *Interpretive Guide* is sent to system testing coordinators (one for every 25 students).

What Students Need to Know: Questions and Answers About the Georgia Grade Five Writing Assessment

1. **Why am I required to take the writing test?**
The Georgia Grade Five Writing Assessment is part of Georgia's assessment program, mandated by state law, which also requires testing in the third, eighth, and eleventh grades. The Georgia High School Writing Test (administered in the eleventh grade) is a graduation requirement.

• See Overview of the Grade Five Writing Assessment, page 11

2. **When is the writing test given?**
In January of the fifth grade year.

3. **How long do I have to complete the test?**
Approximately 90 minutes (two 45-minute sessions).

4. **How I can use my time most effectively?**
The following suggestions may help:

Session One:

Planning/Prewriting (10 minutes)
Read the entire topic carefully. Read it a second time. Think about some possible ideas and details about the topic. Plan the story before writing the first draft.

Drafting (35 minutes)
Organize ideas from prewriting and begin writing the first draft of the story. Re-read the topic to be sure the story is about the assigned topic. Finish the first draft.

Session Two:

Revising and Editing (20 minutes)
Re-read the topic. Read and revise the story. Be sure to include enough details to make the story complete. Be sure to use interesting words.

Final Draft (20 minutes)
Copy the story into the response booklet.

Proofreading (5 minutes)
Proofread the paper for mistakes. Correct mistakes neatly.

5. **Do I have to use a pen?**
Pencil or pen (blue or black ink) is acceptable.

6. **How do I correct a mistake on the writing test?**
Strike through or erase errors neatly.

7. **May I use a dictionary?**
Yes, but only during the second session.

8. **Will spelling errors hurt my score?**
No, unless the errors are so severe and frequent that the reader cannot understand your ideas.

9. **Will poor handwriting hurt my score?**
Only if the writing is illegible. Illegible papers cannot be scored. However, handwriting that is difficult to read can make it hard to recognize what you've done well, so write as neatly as you can.

10. **Am I required to write in cursive?**
No. Either printing or writing in cursive is acceptable.

11. **What score will I receive if I don't like the topic I am assigned and write about something else?**
The paper will not be scored if it is not written on the assigned topic.

12. **What if I think I know little or nothing about the topic?**
Invent characters, events, or details to tell a story based on the writing topic.

13. **May I write in another language if that is easier for me?**
No. Only papers written in English will be scored.

14. **How long should my paper be?**
There is no set length. However, the test booklet has only two pages for your final draft. Be sure to write a complete story. This means that several paragraphs will probably be necessary. Obviously, a very short paper (a brief paragraph or two) is rarely considered complete.

15. **How will my paper be graded?**
A student paper receives an overall stage score based on Content, Personal Expression, and Surface Features (sentences, usage, capitalization, punctuation, spelling). Content and Personal Expression are more important than Surface Features.

16. **Who grades (rates) my test?**
Test raters have four-year college degrees and complete a 10-hour training program. Unlike teachers, test raters do not know students' names or anything else about them. Test raters score student papers according to a set of guidelines established by the Georgia Department of Education.

Part Two: Foundations

Overview of the Georgia Grade Five Writing Assessment

Section 20-2-281 of the Official Code of Georgia Annotated (O.C.G.A.) requires that writing assessments be administered to students in grades three, five, eight, and eleven. The State Writing Assessment Advisory Council assisted the Georgia Department of Education in developing the writing component of the student assessment program. The council, consisting of educators with expertise in the instruction of writing skills or writing assessment, is comprised of a Grade 3 Committee, Grade 5 Committee, Grade 8 Committee, and Grade 11 Committee. The goal of the Writing Assessment Advisory Council and the Georgia Department of Education is to create developmentally appropriate assessment procedures to enhance statewide instruction in language arts. The council worked in small committees to assist in developing writing standards, formulating scoring standards and procedures, and creating assessment and instructional guides for each writing assessment. Statewide performance-based writing assessment serves the purpose of improving writing and writing instruction.

In the Grade 3 Writing Assessment and the Grade 5 Writing Assessment, student writings are evaluated on a developmental stage scoring scale to provide diagnostic feedback to students, parents, and teachers concerning individual student performance. The Middle Grades Writing Assessment (MGWA) provides predictive information to eighth graders about their future writing performance in advance of taking the Georgia High School Writing Test (GHSWT). The GHSWT is administered to eleventh grade students to determine their graduation status.

The **Assessment and Instructional Guide for the Georgia Grade Five Writing Assessment** reflects the philosophy, test development contributions, and instructional insights of members of the Advisory Committee, working with two divisions of the Department of Education (Research, Evaluation and Testing and Curriculum and Instruction) and the contractor (Test Scoring and Reporting Services of the University of Georgia).

Philosophy

Reflecting the trends, tenets, and position statements by standing committees of national organizations such as the National Council of Teachers of English and the International Reading Association, the Grade Five Committee of the State Advisory Council on Writing Assessment shares the following principles and beliefs concerning writing instruction:

- Writing should be viewed as a developmental process that emerges as children experience language in a real, meaningful, and natural way.
- Writing experiences should be developmentally appropriate and authentic.
- Writing development is not linear. Shifts in skill level, rather than uninterrupted progress, are to be expected.
- Reading, writing, listening, thinking, and speaking are interactive and inseparable and should be taught accordingly.
- Students learn to write by writing.
- Writing should be taught as an ongoing process.
- Students should participate in many activities related to the writing process: talking, reading, brainstorming, collaborating, planning, drafting, revising, proofreading, publishing, responding, sharing, conferencing, and revisiting.
- Writing should be an integral part of the curriculum in all grades.
- Daily opportunities should be provided for students to write for various purposes and audiences.
- The classroom environment should support risk-taking and experimentation with language.
- The purposes for writing are best conveyed through teacher and student participation in a writing community.
- Students should develop an appreciation of writing.

Further, the committee believes that writing assessment should be based on the following guidelines:

- Assessment procedures should result in the improvement of writing and writing instruction.
- Assessment should reflect a natural integration of the language arts.
- Assessment conditions should parallel, as closely as possible, the teaching of writing.
- Assessment should reflect a writing process.
- Assessment should occur over a period of time, not in a single designated time period.

The Georgia Grade Five Writing Assessment: QCC Correlation

QCC objectives for grades four and five are listed below. Grade four objectives are included because the assessment covers many skills that are taught in the fourth grade.

QCC-Grade 4 Writing Objectives	QCC-Grade 5 Writing Objectives	Content Standards	Assessment
35	38	Uses examples from literature to create individual and group stories	N/A
36	39	Uses correct spelling for frequently used sight vocabulary	Surface Features Component
37	40	Uses learned phonetic strategies to spell correctly	N/A
38	41	Writes legibly: -correctly forms letters and numbers -correctly spaces words and sentences	Surface Features Component
39	42	Writes selections of three or more paragraphs about a topic	Content Component
40	43	Writes about self-selected topics	N/A
41	44	Writes in a variety of genres to produce paragraphs and compositions: -Personal narratives -Imaginative stories -Responses to literature -Content area pieces -Correspondence (including writing letters and addressing envelopes) -Expository pieces	-Personal narratives and Imaginative story prompts are assigned -Other genres N/A
42	45	Applies correct principles of grammar, parts of speech, and usage and mechanics	Surface Features Component

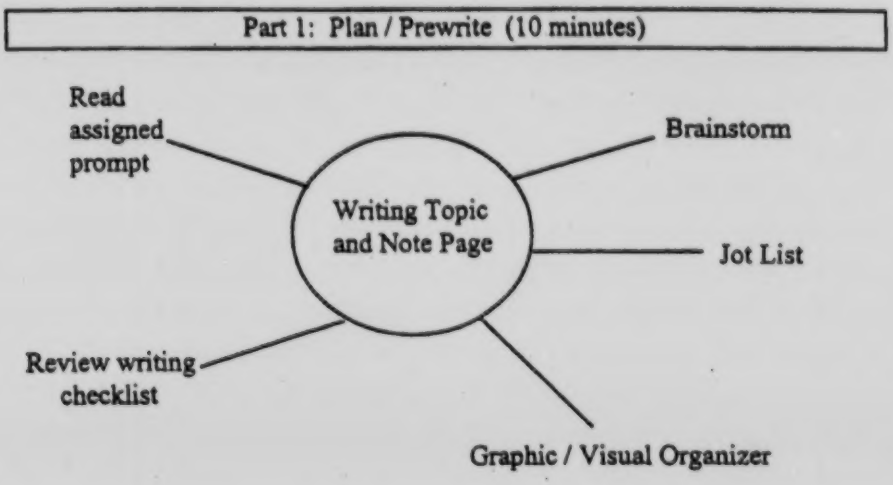
QCC - Grade 4 Writing Objectives	QCC - Grade 5 Writing Objectives	Content Standards	Assessment
43	46	Communicates ideas by using the writing process: PREWRITING -Generates ideas DRAFTING -Focuses on topic -Uses prewriting ideas to complete first draft REVISING -Expands use of descriptive words -Improves sequence -Adds variety of sentence types -Organizes writing to include a clear beginning, middle, and ending EDITING -Begins each sentence and proper noun with a capital letter -Uses correct spelling -Uses appropriate punctuation -Uses complete sentences PUBLISHING -Shares writing with others	 Content Component Content Component Personal Expression and Content Components Surface Features Component N/A
N/A	47	Increases writing vocabulary	Personal Expression Component
N/A	48	Uses descriptive words and phrases	Personal Expression Component
N/A	49	Uses various organizational strategies, styles, and purposes	Content and Personal Expression Components
44	50	Uses available technology to assist in writing	N/A

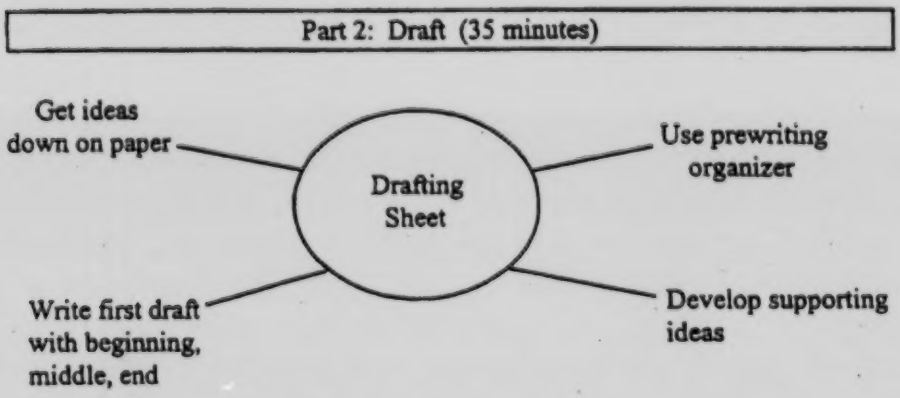
Part Three: Writing Instruction

The Writing Process and The Georgia Grade Five Writing Assessment

The Grade Five Writing Assessment consists of two 45 minute writing sessions, with the suggestion that students work on two consecutive days so that they have time to think about and revise their initial draft. The times given for each part are recommendations, not rules; if students finish any of the parts early, they may go on to the next part. From the beginning of the year, teachers should model these stages of writing with their students. Simulating timed writing in the classroom will help students pace themselves so that they complete each step of the writing process during the actual administration of the test.

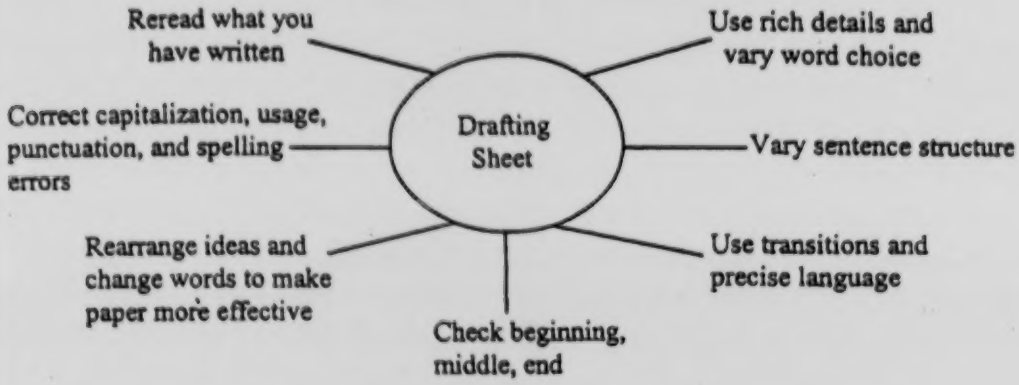
Session One (The circle tells students which page in the test booklet is used for each step of the writing process.)



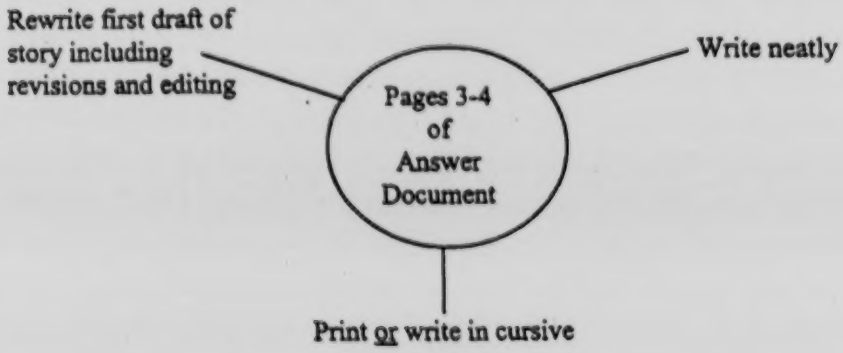

Part 2: Draft (35 minutes)
Get ideas down on paper
Use prewriting organizer
Drafting Sheet
Write first draft with beginning, middle, end
Develop supporting ideas

Session Two (Students are permitted to use a dictionary in Session Two.)

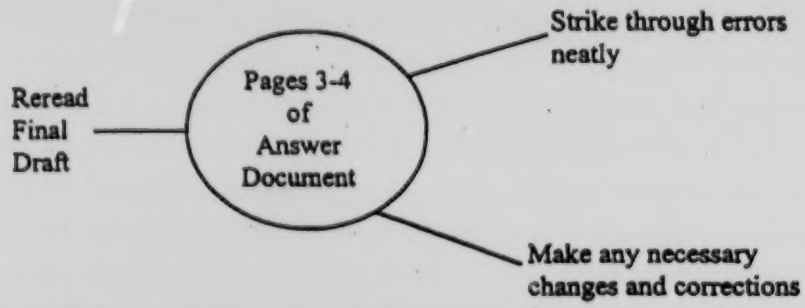
Part 3: Revise and Edit (20 minutes)


Reread what you have written
Use rich details and vary word choice
Correct capitalization, usage, punctuation, and spelling errors
Drafting Sheet
Vary sentence structure
Rearrange ideas and change words to make paper more effective
Use transitions and precise language
Check beginning, middle, end

Part 4: Final Draft (20 minutes)


Rewrite first draft of story including revisions and editing
Write neatly
Pages 3-4 of Answer Document
Print or write in cursive

Part 5: Proofread (5 minutes)


Strike through errors neatly
Reread Final Draft
Pages 3-4 of Answer Document
Make any necessary changes and corrections

Vocabulary for Students: Essential Terms

Teach your students the meaning of the following terms in the context of narrative writing assignments so that they understand the requirements and expectations contained in the writing assessment topics. This list covers important terms in the writing process and vocabulary typically contained in the Georgia Grade Five Writing Assessment.

Writing Process

Audience

Brainstorm

Development, well-developed, fully-developed

Draft, rough draft, final draft, first draft

Edit

Jot list

Organize

Prewrite

Proofread

Purpose

Revise

Support

Task

Writing Topic, Prompt

Narrative Writing

Beginning, Middle, End

Character Development

Characters

Chronological Order

Details
- Sensory
- Factual

Dialogue

Events

Imaginative Story

Narration

Personal Experience

Places

Plot

Problem/Solution

Setting

Story

Thoughts and Feelings

Reading and Interpreting the Writing Topic

Students must learn to read and interpret the writing topic independently. During the assessment, the teacher may not coach or assist with student interpretations of the writing topic. The following strategies are recommended to support students in developing this independent skill prior to the administration of the Georgia Grade Five Writing Assessment.

1. Use the sample topics in the guide to make certain that students understand the format and purpose of the writing topic. Encourage students to read the entire topic before they begin prewriting.

   - See Annotated Writing Topics, page 21

   The following instructional strategies may be helpful to assist students in interpreting writing topics.

   - The teacher models a think-aloud about a writing topic and how the topic can become a story.
   - The teacher facilitates a student think-aloud about understanding of a writing topic.
   - The teacher encourages students to use visual imagery to develop initial graphic organizers based on their own interpretation of a writing topic. Students will share their independent creations. The teacher will lead a discussion of how various interpretations may develop into stories.

2. Help students become aware that an audience must be considered when developing their story. To sharpen students' awareness of audience, have them experiment with writing for different audiences using the same topic. Different groups can write to different audiences and then share with the whole class to discover how an audience reacts to the story.

   These guiding questions may be helpful:

   - Who is my audience or with whom am I sharing my story?
   - How familiar is my audience with the topic?
   - What assumptions can I make about how much my audience knows about the topic as it relates to me?
   - What type of language is appropriate for my audience?

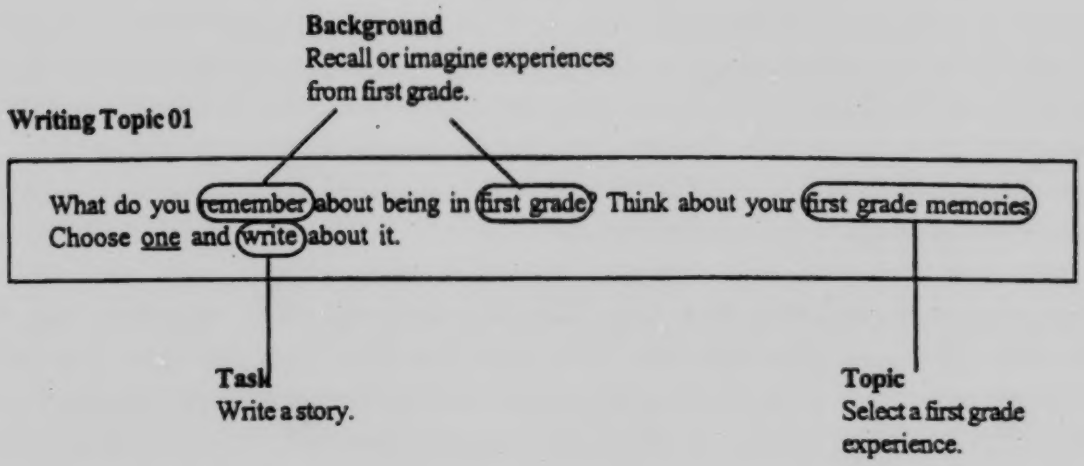
3. Teachers should simulate the Georgia Grade Five Writing Assessment topics frequently so that students will be familiar with the format. Example: writing topics are presented in a framed box.

   - See Sample Writing Topics, pages 34 and 62

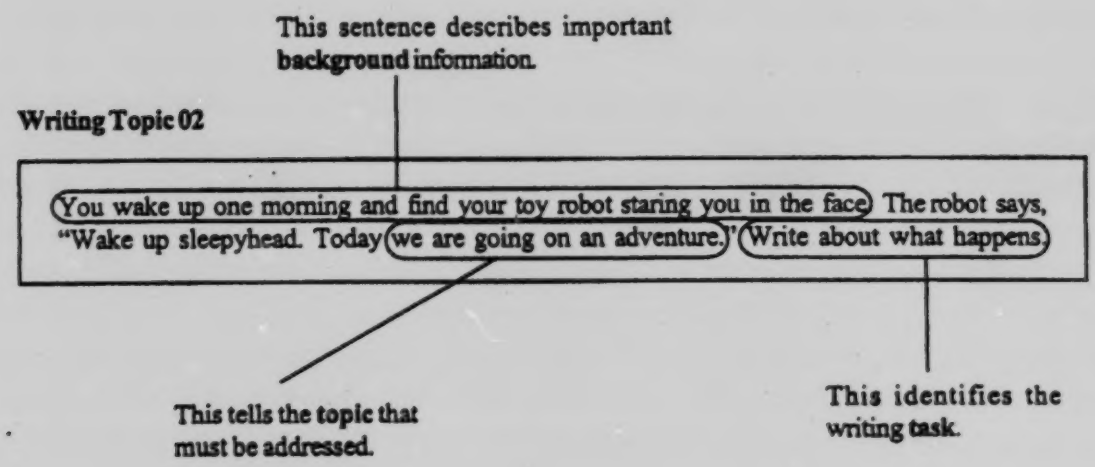
4. Advise students to read the topics carefully and completely. Some stories receive low scores because students:

   - do not understand the topic
   - do not address the topic
   - do not write a fully developed story

Annotated Writing Topics


Background
Recall or imagine experiences from first grade.
Writing Topic 01
What do you remember about being in first grade? Think about your first grade memories. Choose one and write about it.
Task
Write a story.
Topic
Select a first grade experience.

While the paper must be a response to the writing topic, the writer is allowed great latitude in how he/she chooses to respond. For example, if the writing topic directs students to write a story about a first grade memory, students may write about something that took place in a grade other than first grade.


This sentence describes important background information.
Writing Topic 02
You wake up one morning and find your toy robot staring you in the face. The robot says, "Wake up sleepyhead. Today we are going on an adventure." Write about what happens.
This tells the topic that must be addressed.
This identifies the writing task.

Steps of the Writing Process

Prewriting

Prewriting is the first critical step in producing a well-written story. Prewriting activities help organize and plan the story. Teachers should lead students through the prewriting process. After carefully reading the writing topic, brainstorm several possible ideas. Keeping the topic in mind, select the idea that best suits the audience and purpose of the story.

Using imagination, come up with a list of relevant details that relate to the assigned writing topic and the preferred story idea. Ask significant questions such as the following:

- Who is the audience?
- What is the purpose?
- Who are the characters?
- Where and when does the story take place?
- What does your character look like and feel?
- What is the problem or situation?
- What events add interest?
- How does the story end?

Arrange these details using a graphic/visual organizer. The following examples of graphic/visual organizers are appropriate for narrative writing:

- Story chart
- Clustering
- Webbing
- Mapping
- Branching

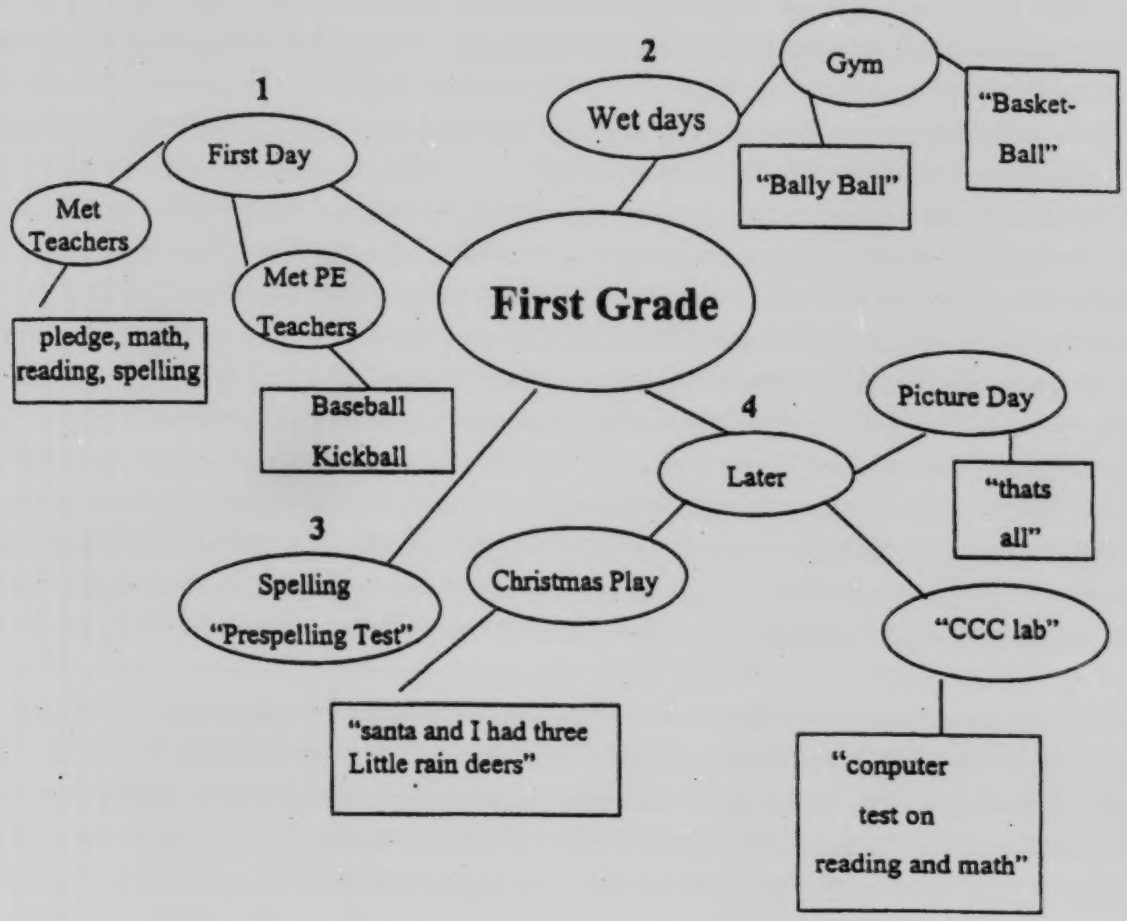
Sample Prewriting

This following example of a student's graphic organizer, typed exactly as the student wrote it, was used to produce paper number 5 in the Student Writing Samples section. The revised graphic organizer that resulted from a teacher-student conference would allow the student to produce a more organized, complete paper.

- See Paper 5 in the Student Writing Samples section, page 34

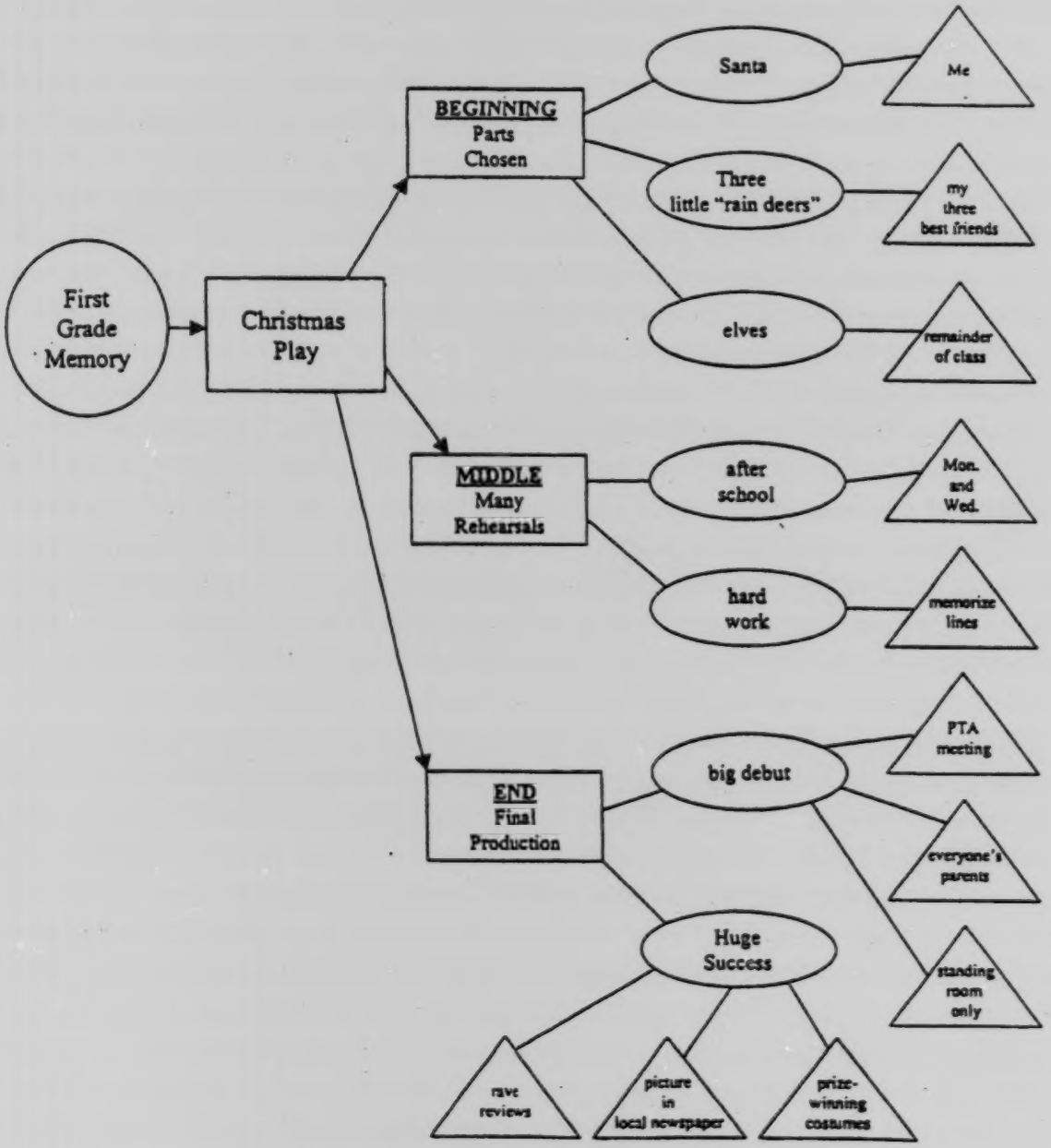
Graphic Organizer Used to Produce Paper #5

Writing Topic What do you remember about being in first grade? Think about your first grade memories. Choose one and write about it.



Revised Graphic Organizer for Paper #5

Rather than listing several events, the student has been guided to organize ideas about the play into a clear beginning, middle and ending that shows a chronological order. Details have been added to fully elaborate the experience. During the student conference, the teacher encouraged the student to choose only one idea to develop into a full story. The student chose to write about the Christmas play as a favorite memory.



Drafting

The second step in producing a well-written story is drafting, or getting ideas down on paper. Remind students not to worry about mistakes during this step because they will be corrected during the revising/editing stage. During the drafting step, the writer should do the following:

- Use the graphic organizer created during prewriting.
- Focus on the content of the story.
- Think about the purpose and audience.
- Include a beginning, middle, and end.
- Stick to the topic.
- Sequence events logically.
- Express ideas clearly.
- Include pertinent details.
- Use transitional words.
- Develop the plot and key events.
- Include sensory descriptions.
- Link causes and effects.

Revising\Editing

Revising and editing are the steps in the writing process in which the writer improves the paper. During this step, the writer makes sure that all the important points about the subject are made and that the reader can understand all of the ideas. Sentence variation, details, transitions, precise language, varied word choice, openings, and endings should be considered in the revising/editing process.

Effective Ways to Begin a Story

- Surprising fact or quotation
- An interesting question
- Dialogue
- Dramatic moment

Effective Ways to End a Story

- Repeat the main idea in a new way
- Express thoughts and/or feelings
- Tell the last event of the story

Revising/Editing Checklist

Did I introduce my topic in an interesting way?
Do my details support my topic sentences?
Did I order the details so my audience can follow them easily?
Where can I add sensory words or details?
Does my ending sum up my thoughts and feelings about this topic?
Did I check for errors in capitalization, usage, punctuation, and spelling? (A dictionary may be used at this time.)

• See Blackline Masters for an enlarged copy of this checklist, page 97

Writing Final Draft

Students should write or print their final draft on the two pages provided in the Answer Document.

Proofreading

Proofreading is the last step of the writing process, the final polishing and cleaning up of a piece of writing before its presentation. Before proofreading, the writer should have completed the earlier stages of the process: prewriting, drafting, revising, and editing. During proofreading, the writer does a final check for errors in omitted or repeated words, capitalization, usage, punctuation, and spelling.

• See Student Writing Samples, Score Annotations, and Teaching Tips for additional instructional information, pages 34-86

Ideas for Publishing Student Writing

Publishing student writing is a critical part of encouraging students to continue quality writing experiences. When students publish writing, it is a way to share it with an audience. Student writing can be published and celebrated in many ways. Suggestions to students and publishing sources are provided below.

Write It

- Send the paper as a letter or an e-mail to friends or family.
- Combine the paper with your classmates' papers to create an anthology.
- Send the paper to a magazine, a newspaper, or an Internet site.
- Make the paper into a booklet and add pictures and a cover.

Say It

- Act out the paper with friends.
- Record the paper on audiotape and add music or sound effects.
- Read the paper as a speech.
- Have an authors' tea and invite parents and friends to hear "story readings."

Show It

- Illustrate the work with photographs or drawings.
- Make a multi-media presentation.
- Make a poster display.
- Make a comic book that shows each step or event in the paper.

Periodicals

"Creative Kids," P.O. 8813, Waco, TX 76714-8813

"In Your Own Write": READ, c/o Weekly Reader Corporation, 245 Long Hill Road, Middletown, CT 06457

"Skipping Stones," P.O. Box 3939, Eugene, OR 97403

On-Line Publications

Use your school's web browser to search for appropriate web sites for publishing student writing.

Contests

Annual Poetry Contest, National Federation of State Poetry Societies, 3520 State Route 56, Mechanicsburg, OH 43044

National Written & Illustrated By. . . Awards Contest for Students: Landmark Editions, Inc., 1402 Kansas Avenue, Kansas City, MO 64127

Part Four: Scoring

DEVELOPMENTAL STAGE SCORING GUIDELINES FOR THE GEORGIA GRADE 5 WRITING ASSESSMENT

Stage 1 The Emerging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- Little or no evidence of topic development, organization, and/or detail.
- Little awareness of the audience or the writing task.
- Errors in surface features that prevent the reader from understanding the writer's message.

Stage 2 The Developing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is beginning to be developed.
- The beginning of an organizational plan.
- Limited awareness of the audience and/or the task.
- Simple word choice and simple sentence patterns.
- Errors in surface features that interfere with communication.

Stage 3 The Focusing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear topic although development of the topic is incomplete.
- An apparent plan with loosely organized ideas.
- A sense of audience and/or task.
- Minimal variety of vocabulary and of sentence patterns.
- Errors in surface features that interrupt the flow of communication.

Stage 4 The Experimenting Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear and developed topic although the development may be uneven.
- A clear plan with a beginning, middle, and end. The beginning and/or ending may be clumsy.
- Evidence of writing for an audience.
- Evidence of experimentation with language and sentence patterns.
- Word combinations and word choice may be novel.
- Errors in surface features that may interrupt the flow of communication.

Stage 5 The Engaging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is well developed.
- A plan with a clear beginning, middle, and end. Organization that sustains the writer's purpose.
- Audience awareness techniques that engage the reader.
- Effective use of varied language and sentence patterns.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Stage 6 The Extending Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is fully elaborated with rich details.
- Organization that sustains the writer's purpose and moves the reader through the piece.
- Audience awareness techniques that engage and sustain the reader's interest.
- Effective use of varied sentence patterns.
- Creative and novel language.
- Errors in surface features that do not interfere

with the reader's understanding of the writer's message.

Non-Scorable Student Responses

The following types of responses cannot be scored according to the Developmental Stage Scoring Guidelines:

- Blank
- Illustrations
- Copied
- Unrelated to the writing topic
- Illegible
- Non-English

Comment Menu

In addition to assigning a stage score, raters also select one appropriate commendation and one appropriate recommendation for each paper that receives a score of Stage 2 through 6. Raters do not assign comments to Stage One papers. These papers automatically receive a predetermined commendation and recommendation. The comment menu is reproduced on the following page.

Comment Menu

Commendations Menu for Stages Two Through Six

1. Your ability to write your ideas is developing.
2. The main idea of your paper is clear to your reader.
3. The details you included helped me understand your ideas.
4. Your great beginning made me want to hear more of your story.
5. Your paper demonstrated a novel approach to the assigned topic.
6. You know how to write different types of sentences so that you keep your reader's interest.
7. Your use of descriptive language helps the reader visualize your story.
8. Your paper was effectively organized.
9. Your paper was well developed and demonstrated control of surface features.
10. Your paper was clearly organized and fully developed with rich details.

Recommendations Menu for Stages Two Through Six

1. The topic of your paper is not clear. Before you begin writing, decide upon a main idea and the information you need to develop the main idea.
2. Try to choose and develop one main story, instead of writing about one idea after another.
3. Your writing loses focus because it strays from the topic. Try to stay with the same topic.
4. Organize your paper so the reader can follow your ideas. Try to rearrange your ideas so that you have a clear beginning, middle, and ending.
5. When you finish writing the first draft of your paper, reread to see where you need to leave out details that are not about the main idea.
6. Your paper does not tell a complete story. Think of all the events, actions, thoughts, and characters needed to tell a complete story. Try to fill in missing information to help your reader understand what happens.
7. Your paper would be better if it did not stop so suddenly. Try to include an ending.
8. To make your paper more interesting, try to use a richer vocabulary to help your reader feel, hear, and see what happens.
9. To make your paper more interesting to read, use a variety of sentences. Use sentences that vary in length, type, and structure.
10. Your paper was a pleasure to read. Continue to write effective stories.

Applying the Developmental Stage Scoring Guidelines

1. Each stage of the scoring system describes three aspects or components of writing. The components of **content** and **personal expression** are considered better indicators of writing competence than **surface features**. Therefore, content and personal expression carry more weight in determining the stage score than surface features.

2. The test includes two types of prompts: **personal experience** and **imaginative story.** The Developmental Stage Guidelines are applied with the same latitude and the same rigor, even though the prompts may elicit different forms of elaboration.

3. **The prompt is a stimulus to elicit a writing sample** and not a test item which requires students to demonstrate their knowledge of the topic embedded in the prompt. In other words, fifth grade students **are allowed a great deal of latitude in their interpretation of and response to the prompt**.

4. Each writing sample is evaluated in a **holistic** fashion. Avoid thinking of the descriptors (the bulleted statements listed under each one of the writing stages) as a checklist of characteristics the paper must match. Single descriptors do not determine the stage of a writing sample. Ask yourself which stage description as a whole best describes the writing sample.

5. The title, if present, is included in your determination of the assigned stage. The title can help indicate the subject or main idea of the paper. Titles are not required. A writer should not be penalized if the title is not provided.

6. Don't create a "mental tally" of the writer's mistakes. Keep in mind that you are reading rough drafts. Errors are easy to see. Resist the temptation to overemphasize what the writer does wrong.

7. Just as the stages represent a range of development, a range exists within each stage. One may be better than another but both still demonstrate the same stage. Part Five of this guide contains many papers representative of each one of the six stages.

Part Five: Student Writing Samples

Sample Personal Experience Writing Topic

FORM 01

What do you remember about being in first grade? Think about your first grade memories. Choose one and write about it.

Sample Student Papers/Score Annotations and Teaching Tips

The following sample student papers (Papers 1-13) were written in response to Writing Topic 01. The paper number appears on the top right hand corner of the page. The sample student papers are arranged from Stage One to Stage Six. Score annotations and teaching tips are included on the student paper if space is available. Otherwise, the annotations and teaching tips appear on the page immediately following the student paper.

iN the First grade bradonA the iWe
branAan witre
Siad you never Knowwhat you cando
until you Try

Paper 1
Stage One: Emerging

This response contains little evidence of topic development. There is so little written that the topic is not even beginning to be developed. Only two phrases can be determined ("in the First grade," "siad you never know what you can do until you Try"). Spelling errors and the lack of spacing between words prevent the reader from understanding much of the writer's message. Except for stating "in the First grade," the writer does not demonstrate an awareness of the writing task.

Teaching tip: Most stage one papers are either incomprehensible or extremely brief. This paper is an example of the latter. Although there are some errors in spelling and spacing between words, the lack of development is the primary weakness of this paper. Connecting ideas to form a complete paragraph (even if it is not formatted correctly with complete sentences and correctly spelled words) is usually enough to achieve a stage three.

When I was in the first grade. I liked to play games. When I got here everybody was nice to me. I like to play kick ball. I started to get zeros in all my spelling test. I liked to go to science. and I like to go to Social studies. I never got D-ball. I liked to go to the Lunch room. I liked to go to P.E. I liked practice the fire Drill. I liked to get in a fight. I liked to play basebay. And I liked to play on field day. I got student of the month. I liked to play outside. I liked when we went on a field trip. I to play all the games in first grade. I liked when all the class went to see the theater. I liked to watch movies in the class room. I liked when we all went to the bus. I liked to get books to read. I didn't like to practice the Tornado drill. I was good most of the time. And I was bad most of the time.

Paper 2
Stage Two: Developing

Instead of developing a story about a first grade memory, this writer lists things he or she liked about first grade. The ideas are listed without any development or specific detail. There is no organization of the ideas, as most sentences could be rearranged without affecting the meaning of the paper. Word choice is simple and sentence patterns are repeated (most sentences beginning with "I liked . . .").

Teaching tip: The Grade 5 Writing Assessment is a test of narrative writing. Narratives should have a clear chronology of events. Simply listing one idea after another without elaboration, as this student has done, does not result in a complete story with a clear organizational plan. This paper reads more like a jot list than a complete narrative. Selecting <u>one</u> event from the list of ideas (such as field day or a field trip) and describing the event with specific detail and a clear chronology would result in a more complete story.

I remember about being in the frist grade I helped the teacher and did math and have fun frist grade was fun becase everyone got alone. I felt like I was in a play room.

Anther reason is heling my techer for insent I like to help my tesher becase she help me I feel as happy as a monky jumping in a tree.

My finley reson is my frivote thing. As you can see my frivet thing is math and it really fun to do. There for I feel like a pig in mud.

To sum it up all the thing I like. I like to do in the frist grade is to have fun help and do math. The End.

Paper 3
Stage Three: Focusing

Although this paper is organized into four paragraphs, the writer does little more than repeat three ideas (first grade was fun, I helped the teacher, I did math). These three ideas are listed in the first paragraph and then repeated later in the paper. The only elaboration consists of a single comment about each idea ("I felt like I was in a play room," "I feel as happy as a monky jumping in a tree," "I feel like a pig in mud"). These three comments illustrate an awareness of audience, as the writer is attempting to make the paper interesting to read, but the development of the topic is incomplete. Except for the two similes, word choice is generally simple ("did math and had fun," "I like to help," "the thing I like") and sentence beginnings are somewhat repetitive ("Another reason . . ." "My finley reson").

Teaching tip: It is acceptable to write about multiple events, but this approach is not recommended. Focusing on one event allows the student to write about it with a greater depth of development. For example, this student could have focused on one time he or she helped the teacher and described exactly what happened with different types of description (sensory detail, dialogue, thoughts, feelings, the reaction of other students, etc.). When students attempt to write about more than one thing, the result is usually a list of ideas with very little development. Note: this writer's use of similes to describe how he or she felt was effective.

One morning my class went on a field trip to Savannah. We all rode on a ferry. I got to sit in the back and watch the wheel. The ship had everything food, water, bathrooms, and even a big dinning room. Later we went to see the captain. He was at the very top of the boat. Later they us some lemmade. It was very good. After we got off we got back on the bus and went to a bakery. We each got a cokie. Then we went back to school.

Paper 4
Stage Three: Focusing

The topic of this paper (a field trip to Savannah) is clear, but development is incomplete. The writer uses time links to indicate the sequence of events ("One morning," "Later," "After," "Then"). Although the paper is told in chronological order, it lacks the information needed to make it complete. The beginning and ending are each only one sentence long, and the middle is underdeveloped. In essence, the paper is a skeletal overview of the trip to Savannah, rather than a complete story. The writer tells us in general terms what happened, but he or she does not show us the events in specific detail.

Teaching tip: An exercise that demonstrates the difference between telling and showing would be effective with this student. Instead of writing only one or two sentences about each episode ("Later we went to see the captain. He was at the very top of the boat."), the writer could provide several sentences of vivid descriptions of the boat and the captain (what the boat looked like, any sounds it made, where they cruised, what the captain looked like, what he said, etc.)

MY year In The first Grade

On the first day Of school I met my teachers named Mr. & Dixon and Mr. & Banks. They showed us how to do the pledge. ~~They~~ They showed us how to do math, reading - and spelling. And later I met my pe teachers named Mr. Estes and Mr. & Niven and they showed us how to play BaseBall and play Kick Ball. And some days when it was wet out side we went in the gym and played Bally Ball and Basket Ball and other things. And After Pe we go in side and do spelling. and then we might have a prespelling test. Some time later that year it was time for the Chrismas play. I played Santa and I had three Litth Rain deers. And we used to go to a CCC lab where we gets on a computer and take test on reading and math. we went there the whole year. And we had Picture Day when we take pictures - thats All I have to say about first grade.

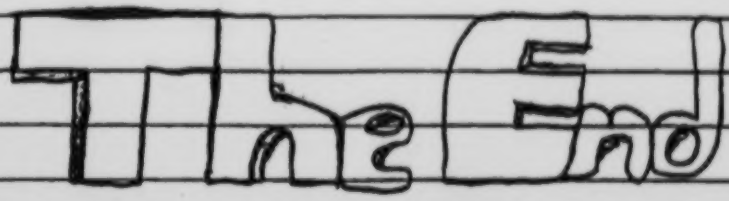
Paper 5
Stage Three: Focusing

This student writes about many things that happened during the first grade year. Each event is listed rather than developed. Although the writer includes time links ("On the first day," "later," "after"), the paper does not have a clear beginning, middle, and end. The one sentence ending ("thats all I have to say about first grade") is abrupt. Ideas are loosely organized; the writer overuses "and" to transition from one idea to the next. There is a minimal variety of vocabulary and sentence patterns. Incorrect verb forms do not interfere with communication.

Teaching tip: During pre-writing, students should not only generate ideas, but also arrange and organize those ideas before drafting. In narrative writing, the beginning-middle-end chronological organization (rather than a formulaic, five paragraph essay) is effective. For the Grade 5 Writing Assessment, students should write a story rather than listing as many different ideas they can think of that relate to the writing topic.

The Worst year

One morning when I woke I fell off the top bunk and landed on skates. I went down stairs to get a cup of milk. When I drunk it I knew It was expired. Then I went to the bus stop and a car came by and splased water on me. I got on The bus and went to school. I looked for a door with a name Mrs. Lacater's class. When I opened the door There was a book bag in the way and I triped over It and skint up my knee. When we was watching a movie I tore my pants. It was embarssing. I went to the office and told them what happened. I tried to call my mom but she wasn't home. He told me to stay at schod and don't worry about it. The day almost through with. When I went to the Lunch room to wait for a bus. I dropped some books I bent down to pick them up and a book feel on my hands. I screamed. "OWWWWWWW!!!" Whe my bus was called It almost Ran over me. Then It took me home and I went to go take a nap. The dogs Tacted to bite me. I went to sleep and hope this will never happen agan.



Paper 6
Stage Four: Experimenting

The topic of this paper (a day full of bad experiences) is clear and developed, but the development is uneven. Some experiences are elaborated (tripping over a bookbag, dropping books), but others are simply listed (being splashed with water, being bitten by dogs). The writer experiments with language ("I screamed, "owwwwww!!!"). Errors in surface features do not interfere with the reader's understanding of the writer's message.

Teaching tip: Although the prompt asks for a first grade memory, it is <u>not</u> necessary for students to state explicitly that their story took place in the first grade. If students are having difficulty thinking of something that took place during first grade, they may choose to write about a different grade or make up a story about first grade. This latitude in responding to the prompt applies to all writing topics. In personal experience prompts, students always have the option of creating fictional stories. Providing more elaboration, instead of simply listing ideas would improve the content of this paper.

Don't Get Sick Off Lunchroom food!

My Story will be about when everyone in Mrs. Dunaway's Class got Sick, except fifteen people. That morning when the fifteen people came into her classroom She asked "Where is everbody?"

First we looked around and Said "We don't know. I told her, "I had got sick last night off of that Soup we had in the lunch room, but I tried to come because it was a Friday." She gave us some work to do. All of us did our work and got finished. She told us, "We could go outside." So we went outside and came back in.

Second we Changed classes and we went to Mrs. Cowin's Class. She asked us, "Where is Everybody?" We Said, "We don't know." She started laghing. She gave us some worke to do. We only 30 min. to do 8 papers. It was fun because we only had fifteen people in the class room. So when we got finishe, it was time to pack up. We went out side and from their we went here.

Then the next day we came to school, we had all twenty seven people back! Mrs. Dunaway astic, "Where have ya'll been?" They said "

we got sick off lunchroom food." Poor babies." Mrs. Dunaway said."Now lets do some work so we can go outside"! Mrs. Dunaway said.

Paper 7
Stage Four: Experimenting

The topic of this paper (students getting sick from eating lunchroom food) is clear and developed. The title gives the reader a clue as to the topic of the paper. Titles are considered in the evaluation of Grade 5 Writing Assessment papers. The beginning of the paper ("My story will be about when everyone in Mrs. Dunaway's class got sick, except fifteen people") is weak. The writer experiments with language (use of dialogue) but also uses simple, ordinary words ("she asked," "she said," "they said"). The writer realizes the need for transitions (indicating audience awareness) but uses rather simple transition words ("First," "Second," "Then"). Errors in Surface Features do not interfere with the reader's understanding of the writer's message.

Teaching Tip: A common weakness displayed by fifth grade students is telling what the story will be about before they begin the story. It is not necessary for students to start their papers with phrases such as "My story will be about . . ." or "In the following paragraphs I will be telling you about . . ." or "Hi, my name is . . . ." It is more effective to simply tell the story without any announcement to the reader preceding the story. Likewise, it is ineffective to address the reader after the story ends ("Thank you for reading my story, I hope you like it," or "I have just told you about the time . . ." or "That is the end. I hope I get a good grade").

Field Trip in First Grade

One morning my alarm clock rang. I woke up from my good night sleep and went to brush my hair. I ate breakfast in a hurry and brushed my teeth in a hurry. Then I made up my bed, got dressed and ran to the bus stop. I got ready so quickly that I didn't even realize that it was 7:00. I waited for thirty minutes. I was just about to bed to my house to ride the car to school when the bus showed up. I was so excited to go to school. I'm usually not, but today was the greatest day since I started school. I was going on a field trip. Everybody was wondering why I was so excited to go on a field trip. I said "It's not an ordinary field trip, were going in outer space." Everybody was saying "cool, wow, outer space, neat. When the bus finally reached school, I got off and ran to my class, and sat in my seat, and for the first time rush through my morning work, which was wierd. I couldn'd stay in my seat, I was so excited, we were visiting all nine planets, well except for Earth.

Then when I thought we would never leave, Mr. Crosby announced we wouldn't be going. I was mad. I got ready so quickly for nothing. Then he said "I'm kidding, we are going." Then I was excited again! Mr. Crosby said "Are you ready?" The whole class said "Yeah." We plowed onto the bus. Rode all the way to the rocketship. We plowed onto that to. Then Mr. Crosby said

"On our way to Mercury." A while later he said "On our way to Venus." Then he said "On our way to Mars." Mr. Crosby told us to say "Bye Earth." The whole class said "Bye Earth." We made it to Mars. It was fiery red. Then Mr. Crosby said "On our way to Jupiter." Jupiter was much bigger than the other planets. Then, when we were so inspired about Jupiter, Mr. Crosby said "On our way to Saturn." I was surprised at what the ring was made of. "On our way to Uranus." Then "On our way to Neptune." Then it was "On our way to Pluto." I was so tired. We finally made it to Earth. I was so happy to go home. I had the best day, since school started!

The End!

Paper 8
Stage Five: Engaging

Although this student was given the personal experience prompt (Form 01), he or she decided to write about an imaginary field trip into outer space. Students are not limited to actual experiences they have had; indeed, they may utilize their creativity on both personal experience and imaginative story prompts because the task is to "tell a story." The writer uses dialogue and reveals his or her attitude ("I was so excited to go to school") to engage the reader. The topic is well developed with a clear beginning, middle, and end. The writer could have elaborated on the description of the planets. Some planets are described with one sentence or phrase ("It was fiery red"), but others are not described at all beyond the phrase, "On our way to . . .").

Teaching tip: This student provides specific detail about anticipating the trip, going to school, and taking the bus to the rocket ship, but does not provide the same depth of development of the planets they encounter in outer space. This paper could be improved by providing more detail about the planets (the exciting part of the story that has the potential for vivid elaboration), and less detail about waking up, eating breakfast, and getting ready for school (the less important part of the story). It is acceptable to describe events leading up to the main focus of the story, but the "lead-in" should not be so long that it detracts from the main focus. For example, if the "lead-in" were a page and a half long, then the writer would have only half of a page left to finish the story. In this case, the middle and end of the story appear to be rushed and incomplete.

The Lost Ring

One day when I was at school in my 1st grade classroom around eleven o'clock, my girlfried passed me a balled up piece of paper. I opened it and I saw a ring, and behind it was a note that said "Do you like my ring?" "put the answer below." Now I was starting to dislike this girl so I put no, and threw it down with the ring inside, and the ring flew out and bounced somewhere It was lost! My classmates saw me lose it and started to say "Ooo." My teacher Mrs. Ellison came up to me and yelled "What did you do."

"I threw the paper my girlfriend gave me on the floor and I lost her ring." I said.

"Find it!" she said! So I did that. I couldn't find it anywhere! She yelled at me again and calmed down. The sound of her yelling hurt my ears.

That afternoon I told my mom about it and she said "That's Ok." She hugged me tightly.

The next day, I went to school and I still remembered the ring. I remembered the way Mrs. Ellison yelled at me, I don't want that to ever happen again. Mrs. Ellison never yell at me that day. I forgot about the ring too.

That afternoon at recriders I saw my girlfried

wearing that ring. I asked her "Where did you find it?"
"I found it under the table you sitat." she said. When I got home that day I told my mom about it, she just laughed. I laughed too.
A couple of days later I broke up with that girl and I was proud. I was glad I didn't have to deal with a girl friend.

Paper 9
Stage Five: Engaging

The topic of this paper (Losing a ring in the first grade) is clear and well developed. The paper has a clear beginning (losing the ring), middle (being yelled at for losing it and being unable to find it), and ending (breaking up with the girlfriend). The writer uses dialogue and sensory descriptions ("Balled up piece of paper," "ring flew out," "The sound of her yelling hurt my ears," "hugged me tightly") to engage the reader. Although the vocabulary is not sophisticated, the effectively varied sentences create a smooth flow to the paper. Errors in surface features do not interfere with the reader's understanding of the writer's message.

Teaching tip: This writer has told a complete story with specific details. The vocabulary, however, could be improved. Identifying simple, ordinary words in the paper (such as "this girl," "said," "told," "I went to school") and substituting more precise, engaging words is an effective exercise. The use of a word bank of precise words to substitute for ordinary words can improve a student's vocabulary. Also, overused words (such as "a lot," "good," "said," etc.) can be "buried" in a word graveyard, with a tombstone for each word.

A Day in the Mud!

One day I woke up, put on my clothes, ate breakfast, brushed my teeth, and went to school.

When I got there, my teacher, Mrs. Deal greeted my. So I sat down and started reading.

At 12:00 after English, Reading, and Spelling it was finally time to go outside. So I got on my coat and went out to play.

When I got outside my friend was sitting alone, "What's wrong." I asked.

"Oh, Nothing."

So I pulled him up and said, "Somethings wrong. Now lets go play."

We swung, slid, and climbed on the monkey bars. We got some water because we were very tired.

"Hey, lets go sit over on that white bench over there," my friend said. So we got up and went to the bench.

When we got there, right in front on the bench was this big, wide mudpuddle! So he jumped right over it.

"Come on!"

"No thanks," I said.

"Come on! You can do it!"

"No! You're a boy and your used to jumping over mudpuddles, but I'm not! I'll just walk around."

Right then he jumped back over it, and pushed me in. You'll never know how it felt, it felt, sticky, wet, cold, and slimy.

I got up, and went and ask Mrs. Deal. "May I go call my Mama, Please?"

"My goodness sakes, yes you may!"

So I went to the office and called my mama.

"Mama I need some clothes."

"Why," she asked.

"Because I got pushed into a mudpuddle."

"OK. I'll be there in a few minuts."

"When mama came, I changed and went back outside, but when I got there it was time to go back inside.

So I lined up and went inside to do my work.

Paper 10

Stage Five: Engaging

This student presents a well-developed story about being pushed into a mud puddle in the first grade. The story is told in a clear, chronological order. The use of dialogue engages the reader. The writer effectively varies language and offers different types of description ("it felt, sticky, wet, cold, and slimy"). Sentences are somewhat varied, but many begin with "so." There are very few surface feature errors (some sentence fragments and comma errors), and they do not interfere with the reader's understanding of the writer's message. (Correctly formatted dialogue compensates for paragraph format weakness.)

Teaching tip: Often, the difference between a stage 5 and a stage 6 paper is the amount of specific detail and vivid language. In a stage 5 paper, some parts may be fully elaborated, while others are not. Stage 6 writers provide more consistent elaboration. After the first draft is written, students should read over their stories to see if additional details or information is needed to help the reader visualize what happened. Even if a story is complete, it can still be improved by adding relevant, vivid descriptions to make the paper more interesting.

"My Best First Grade Memorie!"

I woke up this morning totally excited! It was the first day of first grade! I was so excited that I nearly fell when I ran downstairs!

When I finally got downstairs, my brother and mother were at the table eating breakfast. My mom had fix my brother and me bacon eggs and toast! I sat down to eat and I started talking about how great first grade was going to be!

"Your going to first grade?! Too bad! I hope you surfive the grade!" my brother Jeff gasped." First grade is the worst most alful grade in the whole nistery of grades!"

"That's enough now, Jeffery," Mom snapped, then she turned to me and said, "First grade isn't bad! It's fun! So enjoy it! Don't let Jeff get you scared or spoil your thoughts!"

Mom sighed as Jeff left for school. She knew good and well that Jeff was going to give me a hard time, she also knew that I knew he was going to try to give me a hard time!

When I left school that day, I had a funny feelling. It was the kind of felling you get when something was bound to happen. Something, but what? I knew that something would come soon, but not so soon as tomorrow!

The next day at school, my teacher was talking about leaders or helpers for the class. She said we were to put our elections in the box.

"I hope I get elected!" I thoght in my mind.

After lunch we were all listening cacefully to the teacher because she was about to tell us the winner for the election! I crossed my fingers and arms, hoping to win!

"The winner is Jessica!" exclaimed my teacher. "Congratulations!"

Me? Had I won? Yes, I had won! It was a dream come true! I did it! I was so proud of myself!

When I got home, I decided not to tell anyone until dinner time. Not until dinner because that's when mom asks about our day!

"How was your day?" asked Mom at the dinner table.

"Fine," answered Jeff.

I took a deep breath and said, "Mine was great! I got elected for leader of my whole class for a week!" There, I had said it all!

"Great job Jessica!" Mom proudly exclaimed!

Then I turned to Jeff and said, "See first grade isn't so bad after all!"

Jeff just said "Okay, okay, you win!"

Mom just smiled, she had known all along that first-grade wasn't so bad!

Paper 11
Stage Six: Extending

The topic of this paper (the first two days of first grade) is fully elaborated with rich details. The writer uses dialogue, foreshadowing, and suspense to engage the reader. The writer not only describes what happens, but also shares her thoughts and feelings ("I had a funny feeling . . . I knew that something would come soon, but not so soon as tomorrow!" "I hope I get elected! I thought in my mind."). A variety of verbs are used after quotations ("gasped," "exclaimed," "asked," "answered"). Beginning the story with the brother's warning about first grade being awful and concluding with the realization that mom knew all along that first grade wasn't so bad indicates a great deal of audience awareness and provides the story with closure. The paper is clearly organized and contains complete, full information. Errors in surface features do not interfere with the reader's understanding of the writer's message.

Teaching tip: This paper is strengthened by the comments of the writer's mother and brother. Instead of simply telling what happened during the first two days of school, the writer uses her brother's warning and her mother's attempt at reassurance to provide the reader with the writer's expectations of first grade. This allows the reader to anticipate what might happen later in the story. Involving the reader in this way makes the paper more interesting, as the reader is wondering whether first grade will turn out better than the brother warned. The writer could have simply stated, "I was afraid first grade would be bad," but by adding the conversation with the brother, this same point is conveyed to the reader in a more interesting manner. Even if no such conversation actually took place, the writer could have invented it and included it in the story. It is perfectly acceptable to include imaginary conversations or experiences, even in responding to a personal experience prompt.

The First Time I Rode My Bike

I remembered the sunny afternoon when I watched my big sister, Amanda, just hop on her bike and glide away like a bird — just like magic. I had a shiny, new, pink, purple, and white bike of my own. There was only one little problem — I didn't know how to ride it, and I was seven years of age.

Amanda was just one little year older than me, and hey, I thought "If she can ride a bike, so can I." I had a big (high) self-esteem for such a little child. So, I simply found the courage to ask my father "will you teach me how to ride my bike?" Of course, my father is loving and kind so he said, "Of course!" "I have not a chance on my own", I thought.

In my backyard, it was perfect for biking lessons. Three-leaved clovers covered the ground. There was a grill and a wooden table. But, best of all, was the huge gravel loop in the backyard. It was for cars. I didn't care.

So we started the lessons. My dad ran with me as I peddled, at first. It was quite easy. So, soon enough my dad started running and holding my bike and

then let go, expecting me to peddle along the gravel. This little challenge was difficult. About every time I fell off.

So my dad decided we had to go out on an open field with soft grass, instead of hard gravel. It was beautiful and pefect For biking lessons. Boost after Boost, try after try, time after time, I did a little better. I soon learned how to break. I Fianally suceeded. It was a miracle.

I could soon jump on my bike and fly. After that day, I rode around my gravel loop in the backyard For hours. To this day, I've always enjoyed riding my bike.

Paper 12
Stage Six: Extending

This story about learning how to ride a bike is fully elaborated with rich details. The story is told in chronological order with a clear beginning (wanting to ride like her sister), middle (asking her dad for lessons), and ending (finally succeeding). The writer uses dialogue and creative, novel language ("glide away like a bird - just like magic," "huge gravel loop," "jump on my bike and fly." The phrase, "Boost after Boost, try after try, time after time" shows repetition for effect). Sentence patterns are effectively varied. In addition to relating the events of the story, the writer also conveys her thoughts and feelings ("If she can ride a bike, so can I," "I simply found the courage to ask my father").

Teaching tip: Notice that this student never mentions the first grade or a school-based memory. This story may have taken place in the first grade (the writer states that she was seven years of age) or perhaps the second grade. The reader may, based on knowledge of the prompt, infer that this incident did, in fact, take place in the first grade. Choosing an experience that the student can write effectively about (even if it took place in kindergarten or the third grade) is more important than remembering something that actually happened in the first grade.

"First Grade Memory"

When I was in first grade, we had a lot of fun. Our lives were young and we didn't have to worry about responsibilitys. We only had to worry about the danger around the school. This memory was the most dramatic memory that ever happened to me.

On a Wednesday morning, my brother and I just got off the bus. I was running down the sidewalk and WHACK! I mashed my two fingers in the door. They felt like flat mushrooms.

When they took me to the emergency room, I was afraid. I thought it was pretty terrible. My father took me to the emergency room to get some x-rays. I had to put on a glove over my injured hand and put it where the picture was going to be taken.

After the excitment, they took me to the doctor and he told my father that he would have to put stitches in my right index finger, and a split on my middle finger. I thought that wuldn't be any worser until he told my dad that

my right index fingernail would have to cutoff. I was horrified.

The next day was the horrifying day, I had to go to the emergency room to get my stitches and my fingernail cutoff. My dad told me to be brave but I couldn't. So we went in. They told me to look the other way a count. It sure did hurt we he finally cut it off!

When we got home, my father told my mother what happened she was glad that we called my father. after dinner, he put some medicine on my injured finger and wrapped it up.

I wuldn't help help with the dishes because If I did, my injured hand would get wet. The next day, was the best day in my life. I was going toget my stitches out. I was so glad. Afler a week, my finger nail grew back. That the story of the mashed fingers.

As you can see, this memory is just one of them. This memory was the most horrible thing ever and I hope it want happen again. That is the "First Grade Memory."

By,

Paper 13
Stage Six: Extending

This paper about injuring a finger in the first grade is fully elaborated with rich details. The story is clearly organized in chronological order. The writer uses creative, novel language ("I was running down the sidewalk and 'WHACK!' I mashed my two fingers in the door. They felt like flat mushrooms." "the horrifying day"). The writer's commentary about the events ("I thought it was pretty terrible," "I was horrified," "It sure did hurt we he finnally cut it off!") engages the reader's interest. Errors in surface features do not interfere with the reader's understanding of the writer's message.

Teaching tip: The last paragraph of this paper is unnecessary. We know from the details of the story that having fingers mashed in the first grade was the most horrible thing and the writer's first grade memory. Ending the paper with the line "After a week, my fingernail grew back" would provide a more effective resolution, rather than restating information that is obvious to the reader. It can be effective to provide some sort of commentary at the end of a story (such as, "from now on I will be more careful around doors"), but simply repeating information ("That the story of the mashed fingers . . . That is the 'First Grade Memory.'") does not enhance the story.

Sample Imaginative Story Writing Topic

FORM 02

You wake up one morning and find your toy robot staring you in the face. The robot says, "Wake up sleepyhead. Today we are going on an adventure." Write about what happens.

Sample Student Papers/Score Annotations and Teaching Tips

The following sample student papers (Papers 14-25) were written in response to Writing Topic 02. The paper number appears on the top right hand corner of the page. The sample student papers are arranged from Stage One to Stage Six. Score annotations and teaching tips are included on the student paper if space is available. Otherwise, the annotations and teaching tips appear on the page immediately following the student paper.

The yer is 2261 mi nim is scott sem segi
safi hpe.
ti day fest I wake up sleepy head.
today we are going to have an advenTure
I wed wet Ket ove adventure we Ked hav.
ane meir I. fert hai wtev weri sLeL Ked
be Kie evi Thse wer go on ggt eri ti smther
ave thied he red bed.
Sei get I get ses I wnt The Kenlline ti
go fdoft the nein wei Thie wei thie weiti
aie,dei The wem eig etem ser,The me med
kem NeNa set ste. gedme to me I sal
gedme to she tett he mi robot kme.he,sed Les
geo im mem sed go wer I sed go wer I.sed,gea
ti rad no hin wets we, go me ti mem.
no bes, wet Lef seh wetay, get ti gt red ti
go wn get a fet twe day ay I fgt
go gat fat ti go. I pep Ans sfe.
and gat fat Tigo we wt the tsp sne
Ne gathe tsp fBd and ne a,t tw we wer
at the sep mi bed we The I Let Tigo
Lea a wad I Wat net a bre bne tim,sat
sa the bek the area nbd I fethe sgt
I Lat fad at the wie hei fer io im
morm bed weh he fer pec m,3 wen
The setp Leh der io ihe a Led I wesI
wes setB pecms se ser a seqtimi

pem,3 and I ti pem3, and fad mi
pse The End

Paper 14
Stage One: Emerging

Severe and repeated errors in surface features prevent the reader from understanding the writer's message. Most of the paper is incomprehensible. A few words and phrases from the prompt can be discerned ("wake up sleepy head. today we are going to have an adventure," "robot"). It appears as though the writer has attempted to tell a story, but severe spelling errors prevent the writer from developing the topic and demonstrating awareness of audience.

Teaching tip: Obviously this writer's major weakness is spelling. Phonetic spelling and context clues can often allow the reader to figure out the writer's meaning in papers that contain many spelling errors. The writer's spelling does not have to be perfect, or even mostly correct, to achieve a score higher than stage one, but the majority of the words in the paper must be spelled phonetically or discernable in context for the meaning to be understood. Allowing the student to dictate stories (not for the writing test but as part of instruction) would provide additional information about this writer's grasp of concepts such as sequencing information, telling a story, and arranging words in order so that they make sense.

Me and a robot

I wood get driest and I wood eat brates. Me and the robot wood walk out sild and want to a tree. We wood caremd up to the tree top.

We wood caren done the tree and go to the pond and fish for catfish and we woodhop that we catch a big one. We rode bikes to the park. We wint flying in a plane and shoe-or home.

We wint to the ocean and made sand cates. We walk across a bride and see trant swing up sturen. We watch the fatten play a football game and the faten wone the game.

Paper 15
Stage Two: Developing

The topic of this paper is beginning to be developed with a list of outdoor activities. Rather than relating a story of their adventures, the student writes what they would do. There is no logical sequence to the activities – they change locations from the tree to lake to plane to ocean to football game.

Teaching Tip: Typical of stage two writing, the paper has no beginning or ending. Asking the student specific questions (such as "How did you and the robot meet?" "Where is the tree you two climbed, how tall is it, and what kind of tree is it?" "Did you help the robot climb or did he get up some other way?") would help the writer discover what to add to the paper. Another strategy, intended to help the writer correct the spelling, is to get the writer to read the paper aloud so that the teacher is sure of the words the writer intended before providing the correct spelling.

We started playing battle tanks, it was so fun. Then we started a new game called Gunsmen. My robot was one eyed Jack and I was Billy the Kid and we raged for hours and it was awsome. Then we played Nintendo 64 we played turok Dinosaur hunter, we played the best game until breakfeast. Then we watched T.V. Then it was time for lunch we went to pitts park and ate Hot dogs. I got home and watched my favioreite show Scooby Doo it went off just in time when I was called for dinner. I went washed my hands. I ate good. I Brushed my teeth we layed in bed talking and read and also listened to my radio then mom tucked us in and turned out my light we went right to sleep

P.S. Nobody Knows what will happen tomaro

Paper 16
Stage Three: Focusing

The topic of this paper becomes clear once the reader realized the student is describing the day he spent with his robot. Development, however, is incomplete. The paper lacks a beginning. By reading the writing topic, the reader can safely speculate that the writer is referring to himself and the robot in the first sentence ("We started playing battle tanks"). There is a minimal variety of vocabulary and sentence patterns (the writer uses "then" to begin many sentences). Surface feature errors do not interfere with communication.

Teaching tip: No one aspect of the paper (such as the beginning, the ending, spelling, etc.) determines the stage score, but an effective beginning can both set the stage for the rest of the story and engage the reader's interest. Copying the prompt, stating exactly what will happen later in the story (and then repeating it), or jumping right in to the middle of the story are examples of ineffective beginnings. Beginning with a quotation, a dramatic event, a surprising fact, dialogue, or a rhetorical question would be more effective.

That Day was a terrible Day because that robot crash me and I was about to cry that Robot has a Scary face because it has a Red, blue face and a green, purple clothes. That Robot can Scare you because it used to Scare me all the Time So when I got up to eat Breakfast I Saw That Robot it was in my face and and I put The Robot in my Room and I went to Finsh my Breakfast and Watch t.v. as Soon as I turn the t.v. I Saw that Robot So I put the Robot into my Closet and locked it and I went to Finsh my Breakfast and when I got Throw I went out side to play Kick ball with my Friends for a hour. Then check The mail Box and Then went over my Friends house and ask There mother can they come over to my house and she said yes So we went into my Room and played a game and won op my toys droped of my bed and I picked it up and I saw that Robot under my bed. and it Said Hello I Screamed and it was only my broter that Said Hello So I was still Scared So I gave the Robot to my broter. When I gave That Robot to my broter he was playing with it every day and I was happy. I gave it away to him So when my brother goes to bed he set the Robot sleep with him. So when my cousin comes over

They like to play with the Robot and my brother likes to play with his cousin So he will lay his Robot on his Bed and go play outside with his Cousin my little cousin will come back in and play with the Robot and my brother will be coming to his Room to find his little cousin So he will take the Robot and get under the Bed and my Brother will come looking for him. my broter would look in the closet and under the Bed when he looked under the Bed my cousin said Hello and he said Hello back.

Paper 17
Stage Three: Focusing

This writer includes a lot of information, but not all of it is relevant. The writer tells about everything that happened during the day, including many events that do not involve the robot. Ideas are loosely connected. There is a minimal variety of vocabulary and sentence patterns (there are many run-on sentences and the writer uses "so" to connect ideas). Sentence formation errors interrupt the flow of communication.

Teaching tip: A sandwich analogy can be effective in demonstrating how a paper should be organized and what details should be included. The bread represents the beginning and ending, and the meat represents the middle of the story. Mayonnaise, mustard, lettuce, and other toppings represent the specific details that help spice up the story. An ingredient that is not normally put in a sandwich (such as ice cream or green beans) represents irrelevant information or details that don't belong in the story. Successful writers know what to leave out of the story in addition to what details are necessary. This paper includes some ingredients that don't fit.

Me and my toy robot got in the robotmobile and we went to the space center. We got on a ride called the robot cop space alien. It would make you dizzy than any other ride would. My robot threw up on my brand new shoes, boy was I mad! He told me he was sorry I said "It's alright" I can always get some more shoes. Me and my robot went on doing what we were doing. We went on this ride where you could get into this space ship and it will seem like you are moving. We went to robot world that's where you can get something to eat or drink whatever you wont. When we got through eating we went to the park where you could ride go-carts and even four-wheelers. We got on the go-carts first me and my robot were driving wide open. When we got on the four wheelers it was getting dark so we rode the four-wheelers just for a miniute because the one I was driving the wheels come off. So we had to get off them. When we got off we went straight home and took a bath and watched t.v. for a while. Then when it was time for bed we said our prays. We got in the bed my robot read me a bedtime story. While he was reading it I feel asleep

The End

Paper 18
Stage Four: Experimenting

The topic of this paper is established in the first sentence ("Me and my toy robot got in the robot mobile and we went to the space center.") and the writer stays focused on this topic. There is a clear beginning, middle, and end, although the beginning is somewhat under-developed (one sentence). The writer describes what they did at the space center (got on rides, went to robot world, went to the park, rode go-carts and four-wheelers, went home, watched television, and went to bed). There is evidence that the paper was written for an audience (dialogue, the inclusion of the humorous throw-up incident). There is a minimal variety of sentence patterns (many begin with "When we got . . ."). Errors in surface features do not interrupt the flow of communication.

Teaching tip: This paper would be improved by varying the sentence patterns, particularly sentence beginnings. Having the student write a list of the initial phrase in each sentence (including the subject and verb) would demonstrate the sentence variety (or lack thereof) in the story. For example, listing the initial phrases in this paper reveals that the writer began too many sentences with "We went," or "We got":

Me and my toy robot got . . .
We got . . .
It would make . . .
My robot threw-up . . .
He told me . . .
Me and my robot went . . .
We went . . .
We went . . .
When we got . . .
We got . . .
When we got . . .
So we had to get . . .
When we got . . .
Then when it was . . .
We got . . .
While he was . . .

A day with PAL my toy Robot!

I woke up one morning and I found my toy box was staring at me. I was so scare I could not even say a word. My closet door opened up and my toy robot came out of the closet and said, "Wake up sleepy head. Today we are going on an adventure.

Wow, really what kind we are going on adventure into prehistoric time all right I love dinosaurs, but one question how are we going to get there. While you were sleeping like a baby I built something like a telephone booth you pick up the phone and press in a code number and it will take you to what ever code you pressed in.

All right great idea pal, so go get ready and meet me in the back yard okay. Hay, I'm back so where do you want to visit first? Let's go to the area of the land meat eaters. Okay here we go wow this is awsome pal hold on we are getting ready to land. Boom!!! Wow that was extremly loud it sure was let's get out now okay. "Wow" this is amazing it sure is. Do you see that Stegosaurs yes I do see it I wonder where a T-rex is me to said pal. Those are my favorite kind of dinosaurs: Dinosaurs are my favorite kind of animals.

Mine too said pal. Okay let's go back to the time machine and go back home cause I'm really tired okay said pal.

The End

Paper 19
Stage Four: Experimenting

This student uses a phrase from the prompt in the beginning ("Wake up sleepy head. Today we are going on an adventure."), but expands on the phrase to make it more interesting ("I was so scare I could not even say a word."). The paper has a clear beginning, middle, and end, but the development is uneven. The writer and the robot decide rather abruptly to go back home. The writer experiments with language and sentence patterns ("Boom!!! Wow that was extremly loud"). The inclusion of dialogue indicates a sense of audience. It is somewhat difficult to tell who is speaking, however, because dialogue is not punctuated correctly (Wow, really what kind we are going on adventure into prehistoric time allright I love dinosaurs.").

Teaching tip: The components of Content and Personal Expression are weighted more heavily than Surface Features. Therefore, attempting dialogue or difficult-to-spell words is encouraged. Dialogue can enhance the Content of the paper by providing a different type of description (showing rather than telling the reader) and can enhance the Personal Expression of a paper by engaging rather than telling the reader. Any resulting Surface Features errors (missing punctuation or spelling errors) would be outweighed by the gains in Content and Personal Expression.

This morning when my toy robot woke me up and said we were going to have an adventure. First we went to pizza hut and ate pizza and my robot burped all the way out. Next we went fishing and caught an eight pound bass it tried to eat my robot but I wouldn't let him. Then he wanted to go into the forest and we got lost we saw all sorts of animals. On the way out my robot heard something it was a wolf with long sharp teeth he tried to ent us but we ran up a tree. While we was in the forest we caught some snakes and put them in a jar. We caught some bugs but my robot was afraid of them bemuse they were big as him. While we were walking down the rode a rat ran across the street and nearly got run over. My robot wanted to go and see the city and we went on the highest building we could find and he about fell off. When we got off the building went to get some ice cream. Next, we went to fly a kite and I tied the string to the robot so he could fly too. When we got done wriding the kite we went swimming and my robot got a good tan. When we got done swimming we went sailing and saw fifteen dolphins. When we got home we ate chockolet cookies, ice cream, yogurt. Next we played with my computer my robot played a robot game called cyborg. When we got done we played fighting games on my nintendo.

Paper 20
Stage Four: Experimenting

This student writes about everything he does during one day with the robot. The story is told in chronological order, but there is no ending. The paper simply ends abruptly. The writer uses a variety of sentence patterns ("While we was in the forest we caught some snakes and put them in a jar." "First we went to pizza hut and ate pizza and my robot burped all the way out. "). The writer's use of descriptive words helps the reader visualize the story ("long sharp teeth," "the highest building we could find"). Errors in surface features (such as the lack of paragraph formatting and spelling errors) do not interfere with the reader's understanding of the writer's message.

Teaching tip: The most obvious weakness in this paper is the lack of an ending. Perhaps this student ran out of time. If students practice using the same amount of time allowed during the Grade 5 Writing Assessment (two 45-minute sessions), they can learn how to pace themselves so that they can complete their papers.

The Island That Time Forgot

This morning I woke up with my toy robot staring at me. He said, "Wake up sleepyhead. Today we are going on an adventure." "Where are we going," I asked. "We are going to the Island That Time Forgot," said the robot. The robot then made a magic portal appear. He grabbed my arm and jumped in the portal. I was pulled in behind him. On the other side of the portal was a huge island filled with prehistoric plants and animals. There were trees that were millions of years old. There was moss hanging down everywhere. Along the ground there were thousands of weird plants I had never seen before. There were dinosaurs everywhere and there were swamps too. The swamps had alligators big as houses! We began to explore The Island That Time Forgot. All of the sudden it started to rain. We saw a cave ahead and ran to it for shelter. We didn't know it but the cave was not empty. There were cavemen living there. Before we knew what happened, we were tied to trees with the cavemen dancing around us. We felt the ground shake, and then I saw a T-rex walking toward us. The cavemen stoped dancing and bowed to the T-rex. My robot said we were an offering to the T-rex, and that the T-rex was going to eat us. I came up with an idea. I asked my robot to make the portal swallow us. My idea worked we were back

home in no time. I never went back to the Island That Time Forgot

The End

Paper 21
Stage Five: Engaging

This story about a trip to the "Island That Time Forgot" is well developed. The story is told in a clear, chronological order, with specific detail ("alligators big as houses," "We felt the ground shake"). The ending (escaping from the T-rex) is not as fully elaborated as the beginning or middle. The writer uses dialogue and suspense to engage the reader. Missing punctuation and paragraph breaks do not interfere with the reader's understanding of the writer's message.

Teaching tip: This paper demonstrates that students may be creative in responding to the writing topic. Nothing in the prompt suggests going to a pre-historic land, but traveling there with the robot is an acceptable approach to the topic. This student could benefit from some practice changing passive voice to active. Many of the sentences are passive ("There were trees . . ." "There was moss . . ." "There were dinosaurs . . ." "There were cavemen . . ."). While the passive voice construction alone does not affect the stage score, using several of them consecutively in a relatively short paper is detrimental to the Personal Expression (style) of the paper.

I woke upone morning and found my toy robot Staring at me in my face. He said "wake up sleepy head We're going to have an adventure." When I woke up I went into the kitchen to get some breakfast, while I was eating I listening to Martin Luther King Jr. saying "I have a dream" It was on tv. After breakfast I went back up to my room to get dressed and to get my robot. When we left my house I asked my robot, "were do you want to go today?" He replied, "To the Carnival!" I said "ok" Then we were off with my robot sitting on my handle bars we finally after riding my bike for like 10 minutes.

When we got to the admission stand they said that I didn't have to pay for my robot's way in, but I had to pay for my way in. So after I had paid and got some tickets I asked him "what do you want to ride first?" He replied "the ferris wheel." After we rode the feris wheel like 9 times we rode the train It took 45 minutes on the train ride but it was worth it. Then it started to rain so we went to get something to eat, I of course got my favorite food pizza, my robot got some new batteries for lunch. It finally stopped

raining. So we went to the arcade to play some games, but it was closed.

It was getting dark anyway so we headed home. When we got home my mom asked me "did you have fun?" I replied "yes." I got ready for bed I asked my robot "where do you want to go tomorrow?" He replied the movies, but that will have to wait until next time.

Paper 22
Stage Five: Engaging

The topic of this paper (A trip to the carnival with the robot) is clear and well developed. The story is told in chronological order with a clear beginning, middle, and end. Some details (Eating breakfast and listening to Martin Luther King Jr. on television) are not relevant to the story, but the writer includes enough relevant support for the story to be considered complete. Language and sentence patterns are effectively varied. Errors in surface features do not interfere with the reader's understanding of the writer's message.

Teaching tip: Many writers include unnecessary information in their papers, especially in the beginning. Details such as brushing teeth or getting dressed rarely advance the writer's story. One way to demonstrate what is relevant is to take a story familiar to fifth graders and read it aloud to them. Insert a sentence or two that has nothing to do with the story and ask the students what doesn't belong.

How I Could Talk

Hello, I'm K-9 the dog. I'm not just an ordinary dog. I can talk!!! I haven't always been able to talk. My master helped me. His name is Tom. He is very nice.

Wait! do you want to hear the story. I'll do my best to tell you O.K.

It all started when I walked in to my master's room on Sunday. When I go there, there was some thing in my place. It was ZZE 5,000 the robot! He was saying something to my master. It sounded like, "Wake up sleepyhead. Today, we are going tohave an adventure." I got curious to follow them and then suddenly ZZE -5,000 changed to a giant space ship. Tom jumped in and a space suit appeared on him. I snuck into the ship when the door was going down. A space suit appeared on me. My master still didn't notice me. Now I knew that this was an adventure.

There was a count down in the ship, "10-9-8-7-6-5-4-3-2-1 blast off!" "Boom!!!" We landed. We all jumped out. That was when Tom noticed me. He said, "Saturn is no place to be for a dog. I guess we'll have to go

back to earth. "Then ZE-5,000 said, "Don't worry we can still go on an adventure. "We all hoped in. There wasn't any countdown this time. Tom let me sit in his lap. I was happy. "Boom!!!" We landed on earth. My master got off and the I got off. ZE 5,000 changed back into a robot.

My master then told the robot some thing. The robot replied with, "I'll try." I put my head down and rested for a minute. Then ZE 5,000 fell over and I said, "What happened?" and realized I could talk. I started jumping and shouting, yelling "I can talk!!! I can talk!!!" The robot didn't have any more magic. I felt bad because he use all of his magic on me. My master seemed happy. He put the robot on the shelf and started talking to me. Ever since we've been the best of frends.

That is the story of how I could talk.

Paper 23
Stage Six: Extending

This paper represents a novel approach to the topic. The story is told from the perspective of a dog who is given the power to talk by the robot. The topic is fully elaborated and told in a clear, chronological order. The dog follows his master and the robot as they travel to Saturn and then return to Earth. Upon return, the master has the robot use magic to enable the dog to talk. The writer uses creative, novel language ("Boom!! We landed on earth." "I started jumping and shouting, yelling 'I can talk!!! I can talk!!!'"). The use of dialogue and the inclusion of the dog's thoughts engage the reader's interest.

Teaching tip: It is not necessary for students to be this creative in order to receive a Stage Six. If students are having a difficult time thinking of a imaginative adventure, they may simply choose more reality-based experiences (such as taking the robot to the zoo or to a friend's house). Novel approaches to the topic are encouraged and appreciated, but they are not required.

I woke up one morning to find my toy robot staring me in the face. The robot said, "Wake up sleepyhead. Today we are going to have an adventure."

Just where do you think we are going, Robo (the toy robots name)?" I said.

"Treasure hunting," he replied.

"Now where are we going to find treasure around here?" I complained.

Robo paused for a minute ... then he replied, In the deep dark woods."

"But Robo –"

"Lets go!" he yelled

"O.K., O.K., you hunk of junk," I murmured.

"I heard that," he said.

I decided that we might need some supplies because no telling how long we could be gone. I packed some rope, a tent, canned food, extra clothes, sleeping bag, my pellet gun, hunting knife, 135 Remington rifle, and extra batteries for Robo. In less than an hour we were off.

After about a mile of walking in the woods, I heard a strange noise. Robo and I stood still as a statues watching the bushes. To our suprise it was my friend

Matthew.

Later that day we saw a big deer running through the woods. I got my rifle and shot him. I said "Who's ready for dinner!" After the refreshing dinner we where off again, but out of nowhere a big black bear jumped out of the bushes and chased Robo up a tree. I shot the bear with my rifel, and caused Robo to fall out of the tree and hit Matthew on the head. It knocked him out. No one had noticed when Robo had ran so fast up that tree, that he had duga big hole.

In that pole was a big brown box, I opened it up and there were millions and billions of dollars. In conclusion Robo, Matthew and I where the richest people alive, Robo became the most famous robot in history and richest. Scientist told us that we had found the Last Treasure of the Deep Dark Woods and the Guardian Bear.

Paper 24
Stage Six: Extending

This paper illustrates a key point in assessing Grade 5 student papers: do not base a paper's stage score on only one aspect of the paper. The beginning of this paper, taken from the writing prompt, is rather weak. However, in the remainder of the story, the writer more than makes up for the weak beginning. The topic is fully elaborated with rich details ("deep dark woods," "Robo and I stood still as statues," "refreshing dinner"). The story is told in chronological order: deciding to hunt for treasure, getting needed supplies, meeting a friend, encountering a deer and a bear, and finally inadvertently discovering treasure. The use of sophisticated dialogue ("'But Robo -' 'Lets go!' he yelled 'O.K. O.K., you hunk of junk,' I murmered") engages the reader's interest. The writer employs a variety of sentence patterns to create a smooth flow from one idea to the next.

Teaching tip: All papers, including stage six papers, can be improved; stage six papers are not perfect. In this case, the writer could have provided a more original beginning, rather than simply repeating information from the prompt. While this writer generally does a good job providing appropriate time-link transitions ("After about a mile," "later that day"), the use of "in conclusion" in the last paragraph is not as appropriate for a narrative response. When students demonstrate that they can write a fully elaborated, engaging paper, they can focus on improving surface features.

My red robot clock woke me up one Saturday morning and told me we were going to have an adventure.

He rolled over to my chalkboard, speaking slightly. Grabbing a small, yellow piece of chalk, he began to write in stencil like letters. He spoke as he wrote, saying, "First of all we'll start out with the rules, no question asking, no speaking of this journey to anyone, and, most important of all, always buckle your seat belt." The last rule really puzzled me, but I wasn't aloud to ask question, so I stay quiet.

All of A sudden the robot, which was also my clock, started flashing. OUT of his eyes shot a beam of light that hit me square in the for head.

Then I began to feel stiff and my feet felt really odd. When I stood up I could see I was becoming a robot, a large rainbow one with wheels!

I walked, I mean rolled over to my computer, the place where my robot-clock was now sitting.

"We will travel through cyber space," he said in a mechanical voice. He began typing furiously. After a moment an icon came on the screen that said, "Would you like to buckle your seat belt?" My robot clicked "yes." Then he moved over to the mouse, turned it upside down and took the ball out. He then layed his hand-like claw over the hole. Amazingly enough he turned into a red vapor and entered the hole. Being the daredevil that I am I placed my transformed hand over the hole. I began to feel light, then slipped into the hole.

Everywhere I look there were pictures of data. I followed my robot, now just a red wispy form, down a row of bright yellow tubes. We turned down one and poped out of a mouse in Paris. After floating to the top of the Eiffel Tower we went to Australia and followed Kangaroos! After that I was pretty tired so we headed home.

Right when we were turning down my yellow tube, I woke up abortly in my bed. I looked around my room and saw my robot-clock in his place. I got out of bed feeling a little stiff, but it was just the usual, no wheels. I walked over to my computer. The mouse was upside down, the ball sat next to the keyboard and an icon on the screen said, "Would you like to buckle your seat belt?" Being the daredevil that I am I clicked "yes", and began to feel light and wispy once again.

Paper 25
Stage Six: Extending

This imaginative story about traveling through cyberspace with a robot clock is fully elaborated with rich details. The writer uses creative, novel language; the descriptions of traveling through cyber space are especially effective ("Amazingly enough he turned into a red vapor and entered the hole. Being the daredevil that I am I placed my transformed hand over the hole. I began to feel light, then slipped into the hole." "I clicked 'yes,' and began to feel light and wispy once again."). The writer employs an extensive variety of sentence patterns and uses dialogue to engage the reader. Rather than repeating or paraphrasing information to conclude the paper, the writer anticipates a new journey through cyberspace to provide an effective end to the story.

Teaching tip: This writer demonstrates consistent control of Content, Personal Expression, and Surface Features. This paper could serve as a model of many aspects of effective writing (such as sentence variety, word choice, organization, punctuation, showing rather than telling, etc.) to show to other students. Modeling effective writing is especially helpful in teaching Personal Expression (style).

Additional Resources

Glossary for the Georgia Grade Five Writing Assessment

Audience. The individuals who read or sometimes listen to the student's writing. As writers move along the developmental continuum, they demonstrate a growing awareness of who the audience is and what they as writers need to do to connect with the audience. This growing awareness is referred to as a sense of audience.

Authentic Writing. Writing opportunities that allow students to communicate for real purposes based on their own needs and interests.

Completeness of information/conclusion. Should you experience the sensation of turning the last page of a paper to look for information that isn't there, you have a real clue the writer has not given you enough information or has not provided closure to the paper. Some papers lack completeness even though they have a concluding statement or paragraph.

Components of writing. The three aspects of effective writing that are included in the evaluation of each of the six developmental stages. These aspects are content, personal expression, and surface features.

Content. The writer's development of the topic of the paper and the organization (or plan) the writer follows in writing the paper.

Detail. The writer's use of sensory details, facts, illustrations, dialogue, descriptions of actions, and/or examples. Meaningful, relevant detail helps the reader understand the more general points in a piece of writing. Precise words ("fifth grader" rather than "child" or "watch" rather than "look") are another way of conveying detail.

Developmental Stage Scoring Guidelines. A list of six stages and their characteristics that test raters use to score student papers.

Developmentally appropriate. Learning experiences that are presented at the time and in the manner in which the learner can best assimilate them. The responsibility for learning is shared by the student and the teacher.

Drafting. The second step of the writing process in which the writer uses a pre-writing organizer to create a story.

Final draft. The fourth step of the writing process in which the final copy of a story is written in the Answer Document that raters score.

Genre. A category of literary composition characterized by a particular style, form, or content (Examples: narrative, expository, persuasive).

Holistic scoring. A scoring procedure based on the balance of all the features within a piece of writing. In the Developmental Stage Scoring Guidelines, attention is focused on the components of content, personal expression, and surface features. The stage score reflects an overall impression created by all of the features, with the greatest emphasis placed on content and personal expression.

Imaginative story. A story that is created in the writer's imagination with the purpose of entertaining the reader.

Invented spelling. The "unconventional" spelling of words that enables a writer to use words he or she knows and understands but cannot yet spell "correctly." The reader uses the overall context of the paper, rereading, and "sounding-out" to determine the words the writer intended. Because of the importance attached to personal expression, writers are rewarded for their vocabulary, not penalized for their invented spelling.

Modeling. The teacher's demonstrated use of writing for a variety of purposes. This is observed by students as they interact with the teacher. The teacher also intentionally displays his/her own thought processes during various steps of the writing process.

Narrative writing. Writing that tells a story, either real or imagined, that is shared with others. The two types of narrative writing assessed on the Georgia Grade Five Writing Assessment are personal experience and imaginative story.

Non-scorable responses. Writing samples that do not fit the six developmental stages. The stage cannot be determined if writing samples are blank, contain only illustrations, consist of non-original or copied writing, are unrelated to the assigned writing task, are illegible, or are written in a language other than English.

Novel use of language. Ideas stated in a different or creative way, using language to capture the reader's attention. (Do not expect an adult level of novelty from fifth grade writers.)

Organizational plan. The structure or plan that makes the piece of writing coherent, logical, and understandable to the reader. What a writer attempts (i.e., the writer's purpose) and the writer's individual ideas determine what structure is appropriate for any individual piece of writing. Organization includes the parts of the response (beginning, middle, and end), the logical relationships between ideas, and transitions (how the writer leads the reader through the paper).

Personal experience. A type of narrative grounded in the writer's experience or a real event. The story is plausible, whether it actually happened or not; portions may be embellished or fictionalized.

Personal expression. The writer's use of language, sentence patterns, and audience awareness devices to establish a relationship with the audience/reader.

Pre-writing. The first, critical step of the writing process in which the writer organizes ideas and generates details prior to writing the first draft.

Prompt. See Writing Topic.

Proofreading. The final step of the writing process in which the writer checks for surface feature errors.

Revising/Editing. The third step of the writing process in which the writer improves the story with emphasis on content, personal expression, and surface features.

Risk-taking. Learning by trial and error and experimenting in a safe environment where teachers help them learn through their attempts.

Sense of Audience. The writer's awareness that someone will read his or her paper. An awareness of an audience can manifest itself in many ways. For example, the writer might make a point of clearly explaining an event for the audience's benefit. A more skillful writer will add interesting details, descriptions, even humor, in order to entertain and connect with the audience. Some skilled writers will draw the audience in through the use vivid language and sentence structures that are varied or repeated for effect.

Sentence patterns. The various types of sentences, including simple, compound, complex, direct statements, direct and indirect questions, commands, and exclamations.

Sentence variation. The use of different types of sentences. Sentence variation is contingent upon a writer's understanding the concept of a sentence (a group of logically related words arranged in an order that conveys meaning). Variation is easier to recognize if writers use the conventions of capitalization and end punctuation to signal the beginnings and endings of sentences, but a paper can demonstrate variation without these niceties. Think of how the sentence patterns sound (even if you have to add the pauses between sentences).

Stage. The writer's current place on the continuum of growth and development as indicated by the sample of writing being rated.

Style. A manner of expression characteristic of an individual, period, school, or nation.

Surface features. The conventions of standard written language. These conventions include sentence formation, spelling, punctuation, capitalization, usage, formatting of dialogue and paragraphing, margins, and spacing between words and lines of text.

Topic development. What the writer does to establish and maintain the focus (main idea or theme) of the piece of writing and to elaborate the main idea or theme with appropriate, relevant supporting ideas and details.

Word choice. The writer's vocabulary and language.

Writing community. People who write together, share their writing, and respond to each other.

Writing process. The process through which a writer imagines an audience, sets goals, develops ideas, produces notes, creates drafts, revises, and edits to meet the reader's expectations. (From *Teaching Composition: A Positive Statement*, National Council of Teachers of English.)

Writing Topic. The subject, main idea, or general theme of a piece of writing. Each student receives a prompt that contains a general topic such as "a first grade memory" or "an adventure with a toy robot." Writers develop these general topics in personalized, varied ways. Steps in the writing process include prewriting, drafting, revising, editing, and publishing.

Recommended Readings

Language Arts and Literacy Learning

Allen, Janet, and Kyle Gonzalez. 1997. *There's Room for Me Here.* Portland, ME: Stenhouse Publishers.

Allen, Janet. 1999. *Words, Words, Words: Teaching Vocabulary in Grades 4-12.* Portland, ME: Stenhouse Publishers.

Atwell, Nancie. 1998. *In the Middle: New Understandings about Writing, Reading, and Learning.* Portsmouth, NH: Boynton/Cook Publishers.

Butler, Dorothy, and Marie Clay. 1991. *Reading Begins at Home: Preparing Children for Reading Before They go to School.* New Providence, NJ: Reed Elsevier, Inc.

Clay, Marie M. 1990. *The Early Detection of Reading Difficulties.* Portsmouth, NH: Heinemann.

Graves, Donald. 1990. *The Reading/Writing Teacher's Companion: Investigate Nonfiction, Experiment with Fiction, and Discover Your Own Literacy.* Portsmouth, NH: Heinemann.

Harste, Jerome C., and Kathy G. Short, with Carolyn Burke and contributing teacher researchers. 1997. *Creating Classrooms for Authors and Inquirers.* New Providence, NJ: Reed Elsevier, Inc.

Harvey, Stephanie, with Shelley Harwayne (Foreword). 1998. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8.* Portland, ME: Stenhouse Publishers.

Harwayne, Shelley. 2000. *Lifetime Guarantees: Toward Ambitious Literacy Teaching.* Portsmouth, NH: Heinemann.

Hindley, Joanne, with Shelley Harwayne (Foreword). 1996. *In the Company of Children.* Portland, ME: Stenhouse Publishers.

Pappas, Christine C., Barbara Z. Kiefer, and Linda S. Levstik. 1998. *An Integrated Language Perspective in the Elementary School: An Action Approach.* White Plains, NY: Longman.

Pinnell, Gay Su, and Irene Fountas. 1998. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.* Portsmouth, NH: Heinemann.

Rief, Linda, with Nancie Atwell (Foreword). 1992. *Seeking Diversity: Language Arts with Adolescents.* Portsmouth, NH: Heinemann.

Robb, Laura. 2000. *Teaching Reading in Middle School: A Strategic Approach to Teaching Reading that Improves Comprehension and Thinking.* New York, NY: Scholastic, Inc.

Robb, Laura. 1998. *Easy-to-Manage Reading and Writing Conferences: Practical Ideas for Guiding Successful Student Conferences.* New York, NY: Scholastic, Inc.

Strickland, Dorothy S., and Lesley Mandel Morrow, eds. 2000. *Beginning Reading and Writing.* New York, NY: Teachers College Press, Columbia University.

Strickland, Dorothy S., and Lesley Mandel Morrow, eds. 1990. *Emerging Literacy: Young Children Learn to Read and Write.* Newark, DE: International Reading Association.

Tompkins, Gail E. 2000. *Literacy for the 21st Century: A Balanced Approach.* Upper Saddle River, NJ: Prentice Hall PTR.

Writing

Atwell, Nancie. 1991. *Coming to Know: Writing to Learn in the Intermediate Grades.* New Providence, NJ: Reed Elsevier, Inc.

Atwell, Nancie. 1999. *Workshop 2 By and For Teachers: Beyond the Basal.* Portsmouth, NH: Heinemann.

Atwell, Nancie. 1990. *Workshop 1 By and For Teachers: Writing and Literature.* Portsmouth, NH: Heinemann.

Butler, Andrea, and Jan Turbill. 1991. *Towards a Reading-Writing Classroom.* Portsmouth, NH: Heinemann.

Calkins, Lucy McCormick. 1990. *Lessons from a Child: On the Teaching and Learning Of Writing.* New Providence, NJ: Elsevier, Inc.

Calkins, Lucy McCormick, and Shelley Harwayne. 1992. *Living Between the Lines.*

Portsmouth, NH: Heinemann.

Calkins, Lucy McCormick. 1995. *The Art of Teaching Writing.* Portsmouth, NH: Heinemann.

Calkins, Lucy McCormick, and Shelley Harwayne. 1987. *The Writing Workshop: A World of Difference.* Portsmouth, NH: Heinemann.

Clay, Marie M. 1990. *Writing Begins at Home: Preparing Children for Writing Before They go to School.* New Providence, NJ: Reed Elsevier, Inc.

Fletcher, Ralph J., and Joann Portalupi. 1998. *Craft Lessons: Teaching Writing K through 8.* Portland, ME: Stenhouse Publishers.

Fletcher, Ralph J. 1993. *What a Writer Needs.* Portsmouth, NH: Heinemann.

Gordon, Naomi. 1984. *Classroom Experiences: The Writing Process in Action.* Portsmouth, NH: Heinemann.

Graves, Donald. 1991. *Writing: Teachers and Children at Work.* Portsmouth, NH: Heinemann.

Harste, Jerome C. and Kathy G. Short, with Carolyn Burke and contributing teacher researchers. 1997. *Creating Classrooms for Authors and Inquirers.* New Providence, NJ: Reed Elsevier, Inc.

Harwayne, Shelley. 1993. *Lasting Impressions: Weaving Literature into the Writer's Workshop.* Portsmouth, NH: Heinemann.

Hill, Mary W. 1995. *Home: Where Reading and Writing Begin.* Portsmouth, NH: Heinemann.

Newkirk, Thomas, and Nancie Atwell. 1988. *Understanding Writing: Ways of Observing, Learning, and Teaching.* 2nd Edition. Portsmouth, NH: Heinemann.

Pappas, Christine C., Barbara Z. Kiefer, and Linda S. Levstik. 1998. *An Integrated Language Perspective in the Elementary School: An Action Approach.* White Plains, NY: Longman.

Pinnell, Gay Su, Irene Fountas with guest author Mary Ellen Giacobbe. 1998. "Writing Workshop: Support for Word Learning," *Word Matters: Teaching Phonics and Spelling in the*

Reading/Writing Classroom. Portsmouth, NH: Heinemann.

Sebranek, Patrick, Dave Kemper, and Verne Meyer. 1999. *Write Source 2000: A Guide to Writing, Thinking, and Learning.* Wilmington, MA: Great Source Education Group, Inc.

Strickland, Dorothy S., and Lesley Mandel Morrow. 1990. *Emerging Literacy: Young Children Learn to Read and Write.* Dewark, DE: International Reading Association.

Temple, Charles A., Nathan, Ruth G., and Nancy A. Burris. 1992. *The Beginnings of Writing.* Boston, MA: Allyn & Bacon.

Thomason, Tommy. 1998. *Writer to Writer: How to Conference Young Writers.* Norwood, MA: Christopher-Gordon Publishers.

Tompkins, Gail E. 1999. *Teaching Writing: Balancing Process and Product.* Upper Saddle River, NJ: Prentice Hall PTR.

Turbill, Jan. 1995. *No Better Way to Teach Writing!* Portsmouth, NH: Heinemann.

Turbill, Jan. 1983. *Now We Want to Write!* Portsmouth, NH: Heinemann.

Walshe, R. D. 1982. *Donald Graves in Australia – Children Want to Write.* Portsmouth, NH: Heinemann.

Walshe, R. D. 1987. *Every Child Can Write!* Crystal Lake, IL: Rigby Education.

Language Arts Assessment and Evaluation

Butler, Dorothy, and Marie Clay. 1991. *Reading Begins at Home: Preparing Children for Reading Before They go to School.* New Providence, NJ: Reed Elsevier, Inc.

Clay, Marie M. 1990. *Writing Begins at Home: Preparing Children for Writing Before They go to School.* New Providence, NJ: Reed Elsevier, Inc.

Goodman, Kenneth, Yetta Goodman, and Wendy Hood. 1989. *The Whole Language Evaluation Book.* Portsmouth, NH: Heinemann.

Robb, Laura. 1998. *Easy-to-Manage Reading and Writing Conferences: Practical Ideas for Guiding Successful Student Conferences.* New York, NY: Scholastic, Inc.

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. 1991. *Portfolios in the Reading Writing Classroom.* Norwood, MA: Christopher-Gordon.

Tompkins, Gail E. 2000. *Literacy for the 21st Century: A Balanced Approach.* Upper Saddle River, NJ: Prentice Hall PTR.

Whitman, Paulette. 1993. *Evaluation: Whole Language.* New York, NY: Scholastic.

Cooperative/Collaborative Learning

Bayer, Ann Shea. 1990. *Collaborative-Apprenticeship Learning: Language and Thinking Across the Curriculum, K-12.* Mountain View, CA: Mayfield. Co-distributed by Richard C. Owen, Katonah, NY.

Hill, Susan, and Tim Hill. 1990. *The Collaborative Classroom: A Guide to Cooperative Learning.* Portsmouth, NH: Heinemann.

Blackline Masters

This section contains the following Blackline Masters for teachers to use to prepare handouts and overhead transparencies:

- Revising/Editing Checklist (Not part of the Georgia Grade Five Writing Assessment test materials)
- A sample of the student test materials (Writing Topic and Note Page, Drafting Page, and Test Booklet)
- Developmental Stage Scoring Guidelines

Revising/Editing Checklist

Did I introduce my topic in an interesting way?

Did I write clear topic sentences?

Do my details support my topic sentences?

Did I order the details so my audience can follow them easily?

Where can I add sensory words or details?

Does my ending sum up my thoughts and feelings about this topic?

Did I check for errors in capitalization, usage, punctuation, and spelling?

DEVELOPMENTAL STAGE SCORING GUIDELINES FOR THE GEORGIA GRADE 5 WRITING ASSESSMENT

Stage 1 The Emerging Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- Little or no evidence of topic development, organization, and/or detail.
- Little awareness of the audience or the writing task.
- Errors in surface features that prevent the reader from understanding the writer's message.

Stage 2 The Developing Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is beginning to be developed.
- The beginning of an organizational plan.
- Limited awareness of the audience and/or the task.
- Simple word choice and simple sentence patterns.
- Errors in surface features that interfere with communication.

Stage 3 The Focusing Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear topic although development of the topic is incomplete.
- An apparent plan with loosely organized ideas.
- A sense of audience and/or task.
- Minimal variety of vocabulary and of sentence patterns.
- Errors in surface features that interrupt the flow of communication.

Stage 4 The Experimenting Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear and developed topic although the development may be uneven.
- A clear plan with a beginning, middle, and end. The beginning and/or ending may be clumsy.
- Evidence of writing for an audience.
- Evidence of experimentation with language and sentence patterns.
- Word combinations and word choice may be novel.
- Errors in surface features that may interrupt the flow of communication.

Stage 5 The Engaging Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is well developed.
- A plan with a clear beginning, middle, and end. Organization that sustains the writer's purpose.
- Audience awareness techniques that engage the reader.
- Effective use of varied language and sentence patterns.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Stage 6 The Extending Writer

Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is fully elaborated with rich details.
- Organization that sustains the writer's purpose and moves the reader through the piece.
- Audience awareness techniques that engage and sustain the reader's interest.
- Effective use of varied sentence patterns.
- Creative and novel language.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Student Name _____

GEORGIA GRADE 5 WRITING ASSESSMENT

WRITING TOPIC AND NOTE PAGE

FORM 0

Copyright © 2001 Georgia Department of Education

Student Name _____

Drafting Pages

PLEASE PRINT

First Name: _____

Middle Name: _____

Last Name: _____

Date of Birth: Month _____ Year _____

School Name: _____

System Name: _____

USE A #2 PENCIL TO COMPLETE THIS PAGE.
DO NOT MAKE ANY MARKS UNTIL TOLD TO DO SO.

2001

GRADE 5

GEORGIA

WRITING ASSESSMENT

SOCIAL SECURITY NUMBER/ STUDENT NUMBER

ETHNIC GROUP
- Asian, Pacific Islander
- Black, Non-Hispanic
- Hispanic
- American Indian, Alaskan Native
- White, Non-Hispanic
- Multi-racial
- Other

FORM NUMBER

GENDER
- Female
- Male

DO NOT WRITE OR MAKE ANY MARKS IN THE SPACE BELOW.

PLACE LABEL SO STUDENT NAME IS AT THIS SIDE.

PLACE LABEL SO DEMOGRAPHIC INFORMATION IS AT THIS SIDE.

FIRST NAME (FIRST 10 LETTERS)

MI

LAST NAME (FIRST 12 LETTERS)

DATE OF BIRTH

MONTH
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul
- Aug
- Sep
- Oct
- Nov
- Dec

YEAR 19

SRC

LOCAL USE

Mark Reflex® by NCS IM-44960-810:654321 Printed in U.S.A.

WRITING CHECKLIST

- Read your paper silently to yourself. Does it make sense?
- Did you make your paper interesting for someone to read?
- Did you include details and descriptions so that a reader understands what you wrote?
- Did you check your spelling, punctuation, and capitalization?

Did you code the form number on page 3?

224440

PLEASE DO NOT WRITE OR MARK BELOW

224440

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").